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ABSTRACT

The Pennsylvania School Improvement Program (PSIP) was created to assist local schools and school districts in the development of curriculum improvement strategies. The process involves the use of "linkers," curriculum specialists who work with teams from the local level to ascertain needs, then connect the local teams with the research and development agencies that can provide information and resources to help meet those needs. This document describes one middle school's experience using PSIP in an effort to improve its reading and language arts program. Special emphasis is placed on the effort to assess the program's needs. Appendixes present the questionnaires and other materials used in the needs assessment. Lack of definition in the language arts curriculum and lack of agreement and leadership among the language arts teachers caused frustration. After several months the teachers decided they needed a management program more than a curricular program, and they dropped out of the PSIP process. (Author/PGD)

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SCHOOL SITE CASE STUDY

Site 5051

This report was prepared as part of the Research and Development Utilization Program for:

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AUG 4 1980

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

SITE CASE STUDY FOR SCHOOL ONE

(Site 5051)

Prepared by:

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PSIP Evaluator

September 15, 1978

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SITE CASE STUDY
PART I
THE CONTEXT

PART I: CONTEXT

A. The Project

The Pennsylvania School Improvement Project: Objectives, Structure, Resources, Strategies and Major Activities

Objectives

The Pennsylvania School Improvement Program (PSIP) links the Pennsylvania Department of Education, Northwest Tri-County and Colonial Northampton Intermediate Units, and research and development agencies with ten pilot school districts to provide assistance in improving basic skills instructional programs. The research agencies are: (1) Research for Better Schools, (2) Research and Information Services for Education and (3) The Learning Research and Development Center of the University of Pittsburgh.

PSIP's objectives are, first, to help schools analyze their needs in the basic skills area and second, to help schools improve student performance in basic skills using the best available instructional programs and techniques produced by research and development activities.

Structure and Resources

The basic structure of PSIP is built upon the concept of an Intermediate Unit Linkage person serving as an educational extension agent who facilitates two-way communication between a local school and sources of R & D outcomes/products. This Linker is supported by a team of persons from the R & D agencies that provides technical assistance to a school site through the Linker. This team is called, for PSIP purposes, a School Assistance Team (SAT). The SAT always includes staff members from one or more of the participating agencies, a person with expertise in the content area of interest to the school site and the IU Linker. The SAT works cooperatively with a Local Action Team (LAT) and selected by the site school to analyze both student and program needs and then to select and to implement an R & D outcome appropriate to these needs.

The Pennsylvania Department of Education is responsible for managing the directing PSIP activities. The participating agencies are described in the following paragraphs.

The Learning Research and Development Center (LRDC). -- The mission of the LRDC, part of the University of Pittsburgh, is to develop, study and evaluate adaptative educational environments for schools. LRDC has had experience in instructional design, curriculum analysis, policy analysis, teacher education and computer application in education.

Research for Better Schools (RBS). -- RBS is a private nonprofit educational laboratory established in 1966. Its mission is (1) to research and develop instructional systems and materials to improve educational processes for preschool through adult programs and (2) to assist regional education agencies in preparing and carrying out changes in the educational program.

Research and Information Services for Education (RISE). -- RISE operates under the primary sponsorship of the Montgomery County Intermediate Unit in cooperation with the Pennsylvania Department of Education. RISE has broad experience in disseminating information on curriculum research drawn from local, state and national resources.

The Intermediate Units (IUs). -- The State's IUs provide consultative, advisory and program services to local schools. An IU coordinator serves as a full-time Linkage agent to provide assistance to schools involved in PSIP activities.

Strategies and Activities

There are four major strategies in the PSIP process: (1) Needs Assessment, (2) Knowledge Consolidation, (3) Selection and (4) Implementation. Each of the major processes incorporates planned and structured LAT/SAT workshop-type activities as well as follow-up assistance by the IU Linkage person to supplement each major workshop. These sequential interrelated processes will result in an upgrading of the LAT's skill in the use of needs analysis techniques to improve instruction, in the documentation of priority areas for improving the basic skills program and in SAT technical assistance to the LAT in reviewing and selecting available options and implementing educational changes.

Needs Assessment. -- Needs assessment is the first phase of school participation. The LAT works cooperatively with the SAT in a problem-solving process to analyze student needs and program needs. There are three major activities involved in needs assessment. Each major activity requires formal LAT/SAT workshop sessions coordinated by the Linker. The three major activities are described below.

ORGANIZING THE NEEDS ANALYSIS. -- This meeting provides the Local Action Team (LAT) with an overview of the needs analysis process, helps them begin to function as a problem solving team, and focuses on a general area of need for later concentration. The major objectives are to orient the LAT to the entire needs analysis process and to help the group begin to function as an effective problem solving team and to develop a general statement of the school needs on the basis of a review of school data. The Research Utilizing Problem-Solving (RUPS) materials are used during this activity. The outcome of the session is the appointment of an LAT coordinator and a general problem statement for the school.

ANALYZING STUDENT NEEDS. -- These sessions are designed to identify the discrepancy between desired student performance and current student performance and to prepare a detailed statement of student needs on the basis of that discrepancy. The structured sessions are based on Curriculum

and Instruction: Planning Improvement, a handbook developed by RBS. The outcomes of the student needs analysis sessions are: (1) a chart showing desired student performance in a basic skill area, standards for this performance and a description of the target population (2) a chart showing current student performance in these areas, (3) a discrepancy analysis of these charts and (4) a detailed statement of student needs.

ANALYZING PROGRAM NEEDS. -- The purpose of this phase is to identify aspects of the current educational program which might be strengthened in order to improve student performance in the defined need area. The materials used for program analysis are: a model of classroom processes developed by research at LRDC, instrumentation based on the variables from this model, and data from other needs analyses activities.

During the program analysis sessions the LAT is provided with an overview of the factors which R & D suggest relate to student performance. The LAT then decides which of these variables should be investigated. Instruments are constructed and data are collected by the LAT and the Linker. The SAT analyzes the data and submits a summary of the findings to the LAT for consideration in producing a statement of program needs.

Knowledge Consolidation. -- This phase consists of an Outcome Search and a comprehensive Literature Search on what research and development says about (1) basic skills learning and instructional theory and general learning theory, (2) principles of diffusion and dissemination activites, and (3) school organization and curriculum development processes. The Outcome Search identifies effective educational practices in basic skills instruction, screens the educational practices for validity and availability and analyzes them using criteria developed by the LAT during the needs definition phase. A bank of appropriate, usable alternative practices for basic skills instruction is then submitted to the LAT for consideration.

The Knowledge Consolidation activities are initiated as soon as the LAT generates a general problem statement at the first needs assessment session. Data is entered into Knowledge Consolidation as it is generated by the LAT.

The Selection Process. -- During the selection process the LAT develops selection criteria related to local school conditions, screens possible educational practices using these standards, selects the practice that best meets the standards and produces a general plan for implementing the educational practice selected. During this activity the LAT is first presented with a set of R & D outcomes selected by the Knowledge Consolidation component using the data generated by the student needs analysis and the program analysis activities. These R & D alternatives are reviewed and screened by the LAT using site-specific criteria. There are two or three elimination rounds to the process. The outcome is the selection of some R & D product/process for implementation.

The Implementation Process. -- The LAT and the SAT work together to develop a realistic plan for implementing a change in the school curriculum. Staff members are trained, and the new instructional process becomes operational. The SAT provides technical assistance to the LAT in evaluating the effectiveness of the new procedures and assists in modifications when necessary.

B. The Site

General Background of PSIP School One

PSIP School One is a middle school located in a predominantly Caucasian-Protestant school district on the fringe of an expanding metropolitan area. Although many of the school district staff consider the district as rural, there has been a gradual transition over the last decade from a rural to an urban economy and way of life. Today we find a wide range of incomes and just as wide a range of lifestyles within the same community.

The school district has an enrollment of 2,130 students and a professional staff of 111 housed in one elementary, one middle and one high school building. PSIP School One is the district's middle school with 514 students--148 in 6th grade; 182 in 7th grade and 184 in 11th grade. There are 27 middle school professional employes with an average of 10 years experience in classroom teaching.

Approximately 28 per cent of the 1976 high school graduates went on to some type of post-secondary education; 43 per cent went directly into the labor market and about 10 per cent went into the armed forces. Most of the students come from typical blue collar, middle class family backgrounds. The school is not eligible for Title I funds.

The basic decision making process within the school district is stated as a bottom to top process, from teacher to chairperson to principal to superintendent. This seems to be especially true in curriculum decision making. "Teachers have considerable academic freedom in the classroom" according to the building principal.

The community is usually supportive of new programs in the school. Each school building has a Principal's Advisory Council of Parents and Community Persons. However, there is little evidence of the effectiveness of these councils.

The school board members are all long time community residents with 5 to 13 years tenure on the board. Only one board member has a college degree. The board is supportive of administrators, will listen to teachers but jealously guards its managerial rights. In relationship to curriculum the board accepts faculty/administrator recommendations.

The district superintendent, Dr. B, was in the third year of a four-year contract when his district entered PSIP. He has since received a new five-year contract. He came to the district as a curriculum supervisor and was instrumental in designing the middle school curriculum. He has no assistants and is not really involved with teacher supervision. The previous superintendent came into the district primarily to spearhead the efforts to build a new high school and left as soon as this was accomplished. Dr. B was moved into the superintendency at this time and directed the actual physical move into the new high school and the change to a elementary/middle school/high school organizational pattern.

The middle school was in its third year of existence when it entered PSIP. There had been one year of staff inservice in middle school philosophy and teaching strategies under the direction of a Buffalo University professor.

PSIP School One is housed in a two-story brick building constructed in 1928 with some renovation in 1956. This building had been the high school facility until three years ago when the new high school plant was completed and the middle school opened. There are 16 classrooms, 3 laboratories, a combination gymnasium and auditorium, health and guidance offices and other usual high school-type facilities. Most of the district's financial resources in the last two or three years have been concentrated on the new high school; the middle school has been making do with the leftover resources at the old high school facility. As Ms. G says, "The middle school is the district stepchild--we get the leftovers."

The staff at the middle school (PSIP School One) are predominantly secondary teachers who moved into the middle school. Although a middle school philosophy was adopted and appropriate training provided relative to the transcendent age child, many of the teachers have a secondary level orientation toward teaching and toward students.

The length of the teacher day at the school is 7 1/3 hours; this includes 42 minutes of preparation time for the teachers. The students have a 6 2/3 hour day. The average class size is 25 students. There are no classroom teacher aides, but some of the teachers do have student teachers during the year.

PSIP School One was initially identified as a target school on the basis of the school's scores on the 1974 Educational Quality Assessment (EQA) measures of basic skills. EQA is the Pennsylvania State Assessment program and actual school scores are compared with a predicted score for that school. PSIP School One scored below the predicted range of scores in both the verbal and mathematics measures of the EQA battery. This lower than expected performance in basic skills was supported by the Stanford Achievement Test scores collected by the school counselor. The findings were relatively stable over the last three years.

The 1974 EQA data also indicated that the teachers are rather young, have a poor relationship with the administration and do not feel that parents are interested in students' school work. Student data from EQA measures show that there is a relatively supportive, encouraging, pleasant environment in the school, but the students are not very interested in learning and may have problems in peer relations. The low interest in learning could be due to the home environment, which students do not perceive as supportive of school learning.

In summary, at PSIP School One the students are not performing up to their capacity. The affective climate for learning in the school seems relatively positive, although there is relatively little support from the parents.

When approached about the PSIP effort, both the district superintendent and the shool principal agreed to the school's participation and identified the primary problem area to be addressed as Reading/Language Arts.

There are six teachers on the Reading/Language Arts faculty at PSIP School One. Mr. O, the department chairperson, is an English teacher who taught in this district since 1967. He had been on the senior high staff and the junior high staff before moving to the middle school. Ms. E, the LAT coordinator is also an English teacher with six years experience in the district's junior high before she moved into the middle school. Ms. F is a certificated reading teacher with five years experience at the elementary level in the district. Ms. G, another reading teacher, also has a background of seven years experience at the elementary level. Ms. P is a reading teacher with additional training in learning disabilities. She has been in the district for four years and was in the junior high before she moved to the middle school. Mr. P, an English teacher, has been in the district for three years and had been at the junior high school before moving to the middle school. All of the teachers had their undergraduate/graduate training at Edinboro State College, a nearby campus. Only Ms. H had taught in a district other than this one.

The building principal has been in the district for over 16 years. He has a doctorate degree and previously served as assistant principal at junior high and senior high levels in this same district.

The total Reading/Language Arts staff have been at the middle school since it opened in 1974. They have not been satisfied with the overall curriculum and made changes every year before PSIP involvement. The changes were in the scheduling of student time rather than curricula changes. None of the changes were ever evaluated for effectiveness and decisions to change were usually based on personal biases of the stronger faculty members (Ms. E) or the chairperson.

From all of the data available to the PSIP team at this point, it appeared that the faculty was aware of a problem and a need for improvement in the Reading/Language Arts program. They sensed that a change was needed but had no real knowledge of the nature of the problem or its characteristics. Their approach to decision making, information using, goal setting, etc. was primarily trial and error. No one was willing to assume leadership in terms of recommending changes in organization of instruction. There had been no previous attempt to locate information about innovations or to design any innovative strategies. Everyone assumed there were no resources available either human or material for improving the Reading/Language Arts program. No real planning took place within the faculty; everyone did their own thing. There was wide variance in approaches and in content covered in each classroom. Minimal time was available for cooperative planning or discussion. The several changes that the faculty had initiated during the three years of the middle school's existence were fully supported by the principal and no barriers were encountered in implementing them.

SITE CASE STUDY
PART II

PSIP ACTIVITIES AT SCHOOL ONE

A. Entry/Initiation Phase

There are three major activities during the PSIP Entry/Initiation Phase. First, a general overview meeting of the central office administrative teams from all of the participating school districts is held at the intermediate unit office. An orientation session is then presented by the PSIP team at the school site for the entire faculty. The site orientation session is followed by an on-site visit by the PSIP School Assistance Team (SAT) to gather information about the general climate of each school. This on-site visit is called a Pulse Session and the SAT virtually does "take the pulse" of the school.

General Overview Meeting

The building principal from PSIP School One and the district superintendent attended a general overview meeting held at the intermediate unit (IU) on August 23, 1976. At this meeting, a general overview of PSIP was presented to allow the school district administrative teams to consider all of the ramification of PSIP participation. The school districts and the schools within each district had been identified as possible PSIP sites through state assessment data in the basic skills areas (Reading/Math) and on the basis of a history of cooperation in IU activities in the past. District administrators were given a brief summary of the kinds of information generated by PSIP process and possible pay-off of the school. At the conclusion of the first general overview session, School One in District A agreed to participate in PSIP.

On-Site Orientation Session

The general overview session was followed on September 3, 1976 by an On-Site Orientation Session at School One for the total faculty. The School Assistance Team (SAT) provided a description of the PSIP process to familiarize the staff with all phases of PSIP and to alert the teachers to the responsibilities of a Local Action Team (LAT). The PSIP director, representatives from all of the agencies and the Linker presented a detailed description of each major PSIP activity. The presentation included illustrations of the products generated by a school team as a result of PSIP involvement. The pay-off of instructional improvement was stressed. Both the General Overview session at the IU and the On-Site Orientation session provided the IU linkage person (hereafter referred to as the Linker) with an opportunity to establish rapport with the significant staff persons at both the district and the site level.

Linker Follow-up Visits--Pre-Pulse Visit

The intermediate unit linkage person had several meetings with the PSIP School One faculty, the building principal and the guidance counselor

during the next several weeks. He attempted to answer all of the concerns of both teachers and administrators. Feedback from the Linker's follow-up sessions indicated a concern on the part of teachers about the time requirements of the project, about the degree of responsibility they would have to assume and also about the role the SAT would play in the process. The Linker communicated these concerns to the SAT and to the PSIP director. A decision was made to address these concerns at the first needs analysis session.

The Pulse Session

The Pulse Session, an on-site visit of the SAT, took place on October 8, 1976. The SAT was made up of the IU Linker, the PSIP Evaluator, a representative from LRDC with background as a school administrator and a representative from RBS with expertise in Mathematics. The SAT was provided with extensive background data on the school site by the IU Linker and a set of questions was used to provide a common frame of reference for the total team. These questions were developed relative to a specific set of constructs abstracted from the Cooley-Lohnes Model of Classroom Processes and can be found in Appendix A-2. The SAT members interviewed the language arts staff during free periods and observed both reading and mathematics classes. The SAT impressions of the Reading/Language Arts curriculum from the Pulse Visit at School One are summarized below within the Cooley-Lohnes constructs of Opportunity, Movivation, Structure/Placement, and Instructional Events.

Summary of Team Impressions from
PSIP School One Pulse Visit

Reading/Language Arts - Opportunity. -- The students have 10 periods of Reading/Language Arts every six days, so there is adequate time scheduled for instruction. However, classes are scheduled for double periods, either English or Reading, for a nine week period. The next nine weeks the classes who had English are scheduled for Reading and the Reading classes are scheduled for English. This shift of classes every nine weeks involves regrouping on the basis of achievement levels in Reading and English - the class does not remain a constant unit for the school term. It is possible for class membership to vary from one nine week period to the next. Each class will have a total of 150 periods of Reading and 150 periods of English during a school year of 180 days.

The Reading teachers all have a common background of training and a professed philosophy of diagnostic prescriptive teaching of Reading. However, in the classes visited there was minimal evidence of individualization. This is probably caused by the inadequate information the teachers receive about the students. The only diagnostic information provided is that generated by the Holt Rinehart Reading Series. This basal series appears to be the primary material available for instruction.

The Reading and the English teachers are concerned with the problem of meeting the range of abilities evident in their classes. They feel frustrated by the lack of materials and other resources for individual-

ization. Classroom instruction appears to be geared to the average. In the English classroom there was evidence of direct lecture - question - response teaching. The Reading classes were involved in Reading activities assigned to a maximum of three groups within a class.

Both the English and the Reading teachers are concerned about lack of supplementary materials, the Reading levels of books in the library and need for remedial instruction.

Most of the classrooms were organized in a traditional manner.

Reading/Language Arts - Motivation. The Holt Rinehart basal Reading system is typical of today's reading materials. The content is sequential with built-in progress tests.

There are few supplementary Reading materials. No evidence was seen to indicate that the students were any more than "in-class readers." No records or classroom displays or activities were evident to indicate that students read for enjoyment or even for specific purposes. Most of the library books were typical high school library books, and most of the magazines were not the sort you would expect to find in a middle school.

Teachers did not seem to expect a high level of motivation or achievement from the classes.

Reading/Language Arts - Structure and Placement. Teachers do receive some data from the Guidance Counselor on the students' standardized test scores. However, the results of a survey completed by the principal indicated that little is done with this information relative to instruction. Classes are grouped homogeneously and there is some subgrouping within Reading classes.

Classes were well behaved and discipline did not appear to be a problem. Enthusiasm was lacking on the part of both students and teachers. The general approach by teachers was rather methodical and the students didn't seem to expect any variation in strategies by the teachers.

Standardized test data indicates that when the students enter the middle school they tend to be one grade level below their expected achievement. This is a problem with which the teachers find it difficult to cope. It may become less of a problem in the future because the district now uses the same basal materials at every grade level. Until 1974-75, it was possible for each classroom within a grade level to be using a different basal series. There is no district curriculum guide nor is there a scope and sequence for Reading. The middle school English department has developed a set of objectives to cover the three levels a middle school student must master in School One.

Reading/Language Arts - Instructional Events. Instructional events are primarily teacher centered or directed. There was no evidence of student initiated learning activities. In most cases, independent Reading seemed to be directed by teacher assignments. No supplementary materials appeared to be available for the students' use or for use as a teachers' resource.

Teachers expressed an interest in exploring ways of managing the classroom and planning instruction to meet the needs of the low ability students and the high ability students.

General Comments on Reading/Language Arts. There is support and commitment to improve the program. The superintendent feels it has already been improved since the 1974 EQA test date. The teachers are competent, concerned and motivated professional educators. However, they tend to focus on their individual classroom problems, perhaps unaware that these individual classroom problems may be symptomatic of a larger school problem.

School profiles from the testing program were supplied to the SAT during the Pulse Visit. The test data and Pulse Visit report were presented to the LAT at the first formal needs assessment session.

Linker Follow-up Visits--Post-Pulse

During the four weeks following the Pulse Session, the IU Linker met several times with the building principal and the guidance counselor to help select a Local Action Team (LAT), to discuss teacher concerns and to select the area of basic skills to be addressed during PSIP involvement. The outcomes of this Linker-local staff interaction were (1) an LAT was selected (LAT membership: three English teachers, one Reading teacher, the building principal and the guidance counselor), (2) the problem area of Reading/Language Arts was decided upon and (3) the date, November 11, 1976 and the agenda were set for the first major activity in the Needs Identification Phase of PSIP. It should be noted that the principal later decided that the total Reading/Language Arts staff would serve as the LAT. He did not appoint an LAT coordinator at this point.

B. Needs Identification Phase

There are three major activities in the Needs Identification Phase of PSIP: (1) Introduction to Needs Identification, (2) Student Needs Analysis and (3) Program Analysis. Each major activity has a specific payoff that relates to the PSIP Knowledge Consolidation and PSIP Selection of Outcomes processes. The Introduction to Needs Analysis provides a general statement of a specific problem area; this problem statement provides the PSIP agencies involved in the Knowledge Search and Consolidation processes with data necessary to initiate a definition of criteria relative to the site's specific area of concern. The Student Needs Analysis activities result in a detailed definition of the areas of need for a specific student population within a basic skills curriculum. Again, the Knowledge Consolidation unit uses this Student Needs Definition to further refine the pool of possible R & D outcomes applicable to the problem identified by the site. The Program Analysis provides an indepth description of the current school curricula in a selected skills area. This detailed description also contributes to the criteria used by the Knowledge Consolidation component to identify an appropriate listing or catalog of R & D outcomes to be submitted to the LAT during the Selection phase of PSIP.

Introduction to Needs Analysis

The first major PSIP activity scheduled for the LAT from School One was a formal workshop-type session that had been developed by RBS for the project. The Introduction to Needs Analysis workshop took place at the intermediate unit building on November 11, 1976. Substitute teachers were provided for those members of the LAT who are classroom teachers (a total of three). The Linker had alerted the SAT to the fact that all of the LAT members had to be back at the site school by 3:00 p.m. since their union contract specifies this as their quitting time. All sessions for this LAT were scheduled within the time frame of 8:30 a.m. to 3:00 p.m. Incidentally, the LAT counted travel time within this seven-hour period. Meetings at the IU building started at 9:00 a.m. and concluded at 2:30 p.m.

The planned agenda for this Introduction to Needs Analysis provided an overview of PSIP objectives and purposes, a review of the needs analysis activities that would take place, and reporting of school data from EQA (Pennsylvania State Assessment Program), from the schools' testing program and from the SAT's Pulse Visit. Time was then scheduled for the LAT to voice any concerns they might have, ask questions, etc. Following this question-answer period, the planned agenda called for the LAT to participate in a simulation activity based on the RUPS process. The simulation activity was expected to develop communication skills within the LAT and to provide a model and a strategy that the LAT would use in writing their own problem statement during the afternoon session. It was expected that the outcome for this first major Needs Identification session would be a general problem statement produced by the LAT that would provide the following information: what the problem is, who is affected and the goal for improvement.

The PSIP SAT met with the IU Linker to review the proposed agenda described above. Responsibility for various portions of the agenda were assigned and the SAT planned to be flexible during this session to cope with possible problems.

As mentioned above, on November 11, 1976, the SAT and the LAT met at the IU for the first Needs Analysis session. There were no problems encountered during the summary of "what PSIP is all about." However, when the SAT presenter began the description of the overall Needs Analysis process, the LAT members became very negative in their reactions and responses to handouts describing the model and the activities. At this point, the SAT moved away from the planned agenda into a question/answer period. One LAT member said, "We've all had these models handed out in grad school; what good are they going to be to us?" Another asked, "What are you going to do? Come in here and tell us what to do in our classrooms? I'm a competent teacher--I don't need anyone to come in here and tell me how to teach." The teachers made the point that they didn't think they needed to go through any needs assessment exercises. "We already know what our kids need." It appeared that the LAT expected the SAT to produce a smorgasbord of materials, techniques, strategies or other R & D outcomes from which they could select materials they felt would assist them in meeting student needs. If PSIP could give them materials they really "didn't need any help" to implement change. The SAT members explained that there are hundreds of thousands of R & D outcomes available and a detailed needs description was necessary so that those presented to the LAT would be relative to the school's needs and also practical in terms of constraints. Needless to say, the LAT from School One did not become involved in the simulated paraphrasing activities originally planned.

The agenda was rapidly modified and the SAT presented to the LAT the school data from several sources including the Pulse Visit. Again, there was a great deal of discussion among the SAT and LAT members. The LAT was surprised by some of the Pulse Visit data, but agreed that this provided a fairly adequate profile of School One. The SAT leader and the Linker suggested that during the lunch break the LAT should caucus to decide whether or not they wanted to continue in the project and report back to the SAT after lunch.

During lunch the LAT caucus was dominated by the principal and Ms. D, an English teacher (as observed from a distance). These two persons appeared to be urging participation as judged by nonverbal gestures--affirmative nods, etc.

After lunch, the LAT informed the SAT that they were going to stay in the project. They requested that the needs analysis sessions be accelerated for their school so they could get to implementation soon. At this time, the principal noted that the school wouldn't have any funds for implementation. (PSIP clearly states that project funds are not available for purchasing materials.) He also requested permission to add a community representative to the LAT. The SAT agreed to that a community person should be added to the LAT as soon as possible. The SAT also cautioned the LAT on the possibility of future problems if some of the activities were eliminated or curtailed. The general consensus of the LAT and the SAT was to move through all of the PSIP activities as scheduled and at as fast a pace as the LAT desired.

The SAT leader for this session then outlined the component parts of a problem statement and each individual LAT member did write a problem statement. (Appendix A-3)

Student Needs Analysis

The student needs analysis activities at the PSIP School One site began on November 19, 1976 with the Linker, the LAT coordinator and a Reading expert (in this case the PSIP Evaluator) working together to complete charts describing the desired student performance in Reading/Language Arts for School One. The charts were partially completed at this session and then one week later, the LAT and the SAT met to complete the desired student performance charts and to begin similar charts that outline current student performance in Reading/Language Arts.

Additional persons were added to the LAT at this time; there were now nine members--the total Language Arts faculty of three Reading teachers and three English teachers, the building principal, the guidance counselor and one community representative. The community person did not attend all of the meetings and functioned more or less as an observer when she did attend. Although the Language Arts department chairperson was on the LAT, another staff member, Ms. E, was selected to serve as the LAT coordinator. The LAT coordinator was the teacher who had been most negative at the first needs analysis session. The continuing interaction of the IU Linker and the SAT members with the LAT had modified the hostility of the LAT members and a true sense of cooperation had evolved. There was no further mention of rushing through the needs analysis activities. In fact, the LAT worked an additional day at the school to complete the two charts. All of the released time for the LAT was paid for by PSIP funds. The Desired Student Performance Chart and the Current Student Performance Chart were completed by December 21, 1976. Copies of the charts are found in Appendix A-4.

The SAT and the LAT met at the school for a full day on January 13, 1977 to discuss the desired and the current student behavior charts, to compare the two charts for discrepancies and to prepare a detailed Student Needs Definition Statement. The SAT had met the night before this session with the Linker to review the agenda and to assign responsibilities for each major activity.

The Linker opened this session with a discussion of the two charts. The SAT raised several questions to clarify the measurements noted on the charts, to determine the target group of students and to expand on the standards set for student performance. The LAT coordinator explained the charts to the SAT so that the total group was interpreting them from a common referent.

A discrepancy analysis process comparing expected level of student achievement with actual student achievement level was used by the SAT to help the LAT determine the student performance areas with the highest priority and the greatest discrepancies. The discrepancy analysis results are found in Appendix A-5. The LAT was surprised to find discrepancies in areas where they had not expected to find any. Some anticipated

areas of discrepancy didn't show up in the analysis. This experience was a real turning point for many of the LAT members. However, one member, Mr. P, was still rather negative and still looking for a quick solution to all of his classroom problems.

After the discrepancy analysis was completed, the LAT worked for some time on developing a Detailed Student Needs Statement. At the end of the day, this statement was not yet written but a great deal of communication had developed within the LAT. The LAT decided they needed another working day as a team to complete this statement. This LAT session was scheduled for January 24, 1977. However, the winter of '77 entered the picture and the Detailed Student Need Statement wasn't completed until February 17, 1977. The Student Need Statement is found in Appendix A-6.

All of the products of the Student Needs Analysis, the two charts, the discrepancy analysis and the Detailed Student Need Statement were provided to the PSIP Knowledge Consolidation component for use in R & D outcome search for PSIP School One.

Analyzing Program Needs

First Program Analysis Session

The first Program Analysis meeting at School One was held March 3, despite the winter of '77, at the school building. The purpose of this first Program Analysis meeting was for the SAT to present to the LAT a model of the influences that contribute to student achievement. (Appendix B-1)

The SAT presentation noted several variables that research suggests relate to student achievement. However, the variables that the school can control are those related to classroom processes. The LAT at School One was presented with definitions and descriptions of a set of 12 variables that seem to influence student achievement.

Each variable was discussed and voted on by the LAT. The result of this voting procedure is found in Appendix B-2. The LAT decided to collect data on nine of the 12 variables. The three variables rejected by the LAT were Interpersonal Motivators, Instructional Interaction and Classroom Management. All three of the rejected variables focused on teacher behaviors in the classroom and teacher-student interaction. Mr. P (the consistently negative LAT member) did want to look at these three variables but his was the only "yes" vote cast. The LAT added the variable of Student Perception bringing the total to 10 variables.

Five possible data collection procedures were discussed: structured interviews, questionnaires, classroom observations, curriculum analysis and a questionnaire. The LAT decided on a structured interview and a questionnaire. Both instruments would have items related to the following variables: Time, Criterion Relevant Instruction, Curriculum Motivators, Instructional Objectives, Matching, Grouping, Sequence/Pacing, Teacher Perceptions, Instructional Integration and Student Perceptions.

The LAT and SAT members discussed the strategies that would be utilized to construct the questionnaires, to administer the questionnaires and the time schedule that would be needed by each group to accomplish the several different tasks. It was decided that the LAT (the six Language Arts teachers) would review the questions already outlined for each variable and add or delete any questions they felt were appropriate or inappropriate. The six tasks each LAT member was responsible for were: (1) answer the item, (2) indicate who else should respond, (3) rephrase any question to identify the skills, (4) revise or drop any questions, (5) add questions and (6) suggest questions for student perception variable. The LAT worked on this task during the next 10 days and the IU Linker picked up the results on March 14, 1977. Members of the SAT reviewed the LAT output and constructed questionnaires for students and for other teachers at School One to complete and a structured interview for the Linker to use with the LAT and selected others at School One. These instruments are found in Appendix B-3. The structured interviews were completed by the Linker on March 24, 1977. Questionnaires were collected from the staff at School One on this same date.

Data collected during the first phase of Program Analysis were analyzed by members of the SAT and special consultants from the participating agencies. (Appendix B-5)

Second Program Analysis Session

The second Program Analysis meeting was held on-site at School One on April 14, 1977. The purpose of this meeting was to present to the LAT the results of the surveys and interviews given to the Language Arts teachers, other teachers, administrators and students. A compilation and an analysis of the data was prepared by the SAT. The summaries of the data were organized according to the classroom variables selected by the LAT at the April 3, 1977 meeting. The LAT was given copies of the data summary for student questionnaires, other teacher questionnaires and the structured interviews.

The LAT agreed to include the following variables in program synthesis statements:

	CLASSROOM VARIABLES	INCLUDED IN SYNTHESIS BELOW
1.	Time	X
2.	Criterion-Relevant Instruction	
3.	Curriculum Motivator	X
4.	Instructional Objectives	X
5.	Matching	X
6.	Grouping	X
7.	Sequencing and Pacing	X
8.	Teacher Perceptions	
9.	Instructional Integration	X
*10.	Library	X

*It was agreed by the LAT that the middle school librarian will be included in the additional sessions during the selection process.

The LAT agreed on the following program synthesis:

1. Time: The current time cycle is not satisfactory and some changes need to be made in time management.

2. Curriculum Motivators: The interest level of curriculum material could be improved.

3. Objectives: There are instructional objectives, but the materials available to teach these objectives are limited and there are no criterion referenced tests available for use in assessing mastery.

4. Matching: The efficiency of matching is affected by the lack of variety and range of materials available. Use of test data as a basis for student assignments is limited and should be increased.

5. Grouping: Grouping is an area of concern, especially methods and procedures; it is the second most important variable.

7. Sequence and Rating: There is a curriculum sequence to follow, but there is a lack of supplementary materials for self pacing of students.

8. Instructional Integration: There is a lack of integration between the Language Arts and the content area teachers and also between the middle school Language Arts department and the sending and receiving schools.

9. Library: The library books are not appropriate for middle school in terms of Reading level and interest.

The LAT agreed to develop a program need definition based on the data that was presented.

C. Selection Phase

Introduction to Selection

The afternoon session on April 14, 1977 introduced the Program Selection Process. The presentation included an overview of the general concept of the selection process, the activities to be included and the stage of developmental work completed by the LAT up to this point. Included in the presentation were four givens based on the program synthesis:

1. LAT had agreed to eliminate the present nine-week cycle next school term.

2. During the 1977-78 school year, there will be some type of change within the instructional program of the Language Arts department.

3. The LAT would like additional information about grouping in similar types of middle schools.

4. There is a desire on the part of the Language Arts department to develop a more integrated program of Reading and English.

Second Selection Session

The first major selection session was held at the IU office on April 21, 1977. Five LAT members and the principal attended this session. The negative, disruptive LAT member, Mr. P, did not attend. The SAT persons involved were two RISE persons, Mr. D and Ms. C, the PSIP director and evaluator, two LRDC persons, Dr. I and Dr. L, and the Linker.

The Linker began the meeting by outlining the planned activities for the day. He confirmed the LAT decision that selection would be in terms of the 80-100 IQ students at School One. The LAT reacted to the student questionnaire used in Program Analyses. They discussed the validity of summaries which were based on the total student population rather than just the target group. No decision was reached other than they will think about it. Several suggestions were offered as to how the target group might be surveyed, but the LAT did not pursue this topic.

Mr. D from RISE reviewed the "Establishment of Ground Rules." He stressed the importance of procedures to (a) reach consensus, (b) to limit discussion, (c) to involve others if they are to be affected by the group's decision, (d) to determine the division of labor, (e) to communicate within and outside the group, (f) to alter ground rules if it becomes necessary.

Ms. C from RISE introduced "Identification and Determination of Criteria for Selection." She discussed the pools of products that are searched and made it clear that we were not limited to these pools. She stressed

the importance of work already done--the Student Needs Statement and the Program Analysis to selection of a product. A film strip with tape dealing with the selection process was presented.

The members of the LAT were then asked to generate individually a set of criteria that they felt was important when considering products. In developing their lists they were asked to refer to the film strip content, an article by Neidermeyer and Moncrief, the list of examples contained in the packet. The LAT was scheduled to work in teams of three to develop the criteria but the LAT coordinator decided they would work individually and then as a whole.

The LAT compared and combined the individual lists, and it grouped the various criteria into seven categories: validity and quality, realism, materials, teacher orientation, diagnosis, developmental and recordkeeping. A complete list of selection criteria is found in Appendix C-1, page 96 .

The LAT members were given (a) a list of 29 outcomes selected by RISE on the basis of the LAT generated data, (b) a chart showing whether the 29 outcomes dealt with previously determined criteria, (c) a description of each of the 29 outcomes, and (d) a blank chart on which the 29 outcomes were to be listed and evaluated in terms of the LAT criteria.

The LAT spent the balance of the afternoon screening programs. This process was not completed at the end of the session. It was agreed the LAT would complete the screening by April 25, and the Linker would pick up the results and forward them to RISE.

The SAT provided the LAT with eight publications in response to a previous request for research findings.

1. "Reading Attitude Inventory" by Peifer (PDE)

2. "Group vs. Individualized Instruction" from Learning to Read (PDE)

3. "School Arrangements" by Clinchy from Learning About Learning (LRDC)

4. "Homogeneous and Heterogeneous Ability Grouping: etc." by Dominick Esporito from Review of Education Research, Vol. 43, No. 2. (LRDC)

5. "How to Succeed in Team Teaching by Really Trying" by Nolan and Roper from Today's Education, January-February 1977 (LRDC)

6. "Team Teaching and Academic Achievement" by Armstrong from Review of Education Research, Winter 1977, Vol. 47, No. 1. (LRDC)

7. "A Synthesis of Research in Basic Skills" by D. Gow (LRDC)

8. "The Application of a Model for Investigating Classroom Processes" by Cooley and Leinhardt (LRDC)

Third Selection Session

The third selection session was held at the IU office. All of the LAT members and the principal attended this session. The SAT members attending were Mr. D and Ms. C from RISE, Dr. I and Dr. L from LRDC, and PSIP director and evaluator, an IU resource room person and the Linker.

The purpose of the meeting was to work with the LAT as they went through Module III of the Selection Process. The work session was introduced with a discussion on two changes in the criteria for selection developed by the LAT.

1. R & D outcomes should be viewed in light of their applicability to a total language arts program in all the basic Reading and English skills.

2. Materials should also be evaluated as to the interest level of the middle school child.

The LAT coordinator and Language Arts department chairman reported on their site visitation to Haverford School District on May 2, 1977 to observe one of the R & D outcomes being considered. The summary of the report indicated that the program was expensive, the time allotment is insufficient at School One and the programs should be viewed in a 6-7-8 grade setting.

Dr. Richard Luke, Assistant Superintendent of St. Mary's School District presented an overview of the SAII program which his school district has adapted several components of the total program.

Following his presentation, the LAT began to review in-depth information on 15 R & D outcomes that survived initial screening.

The LAT suggested that the R & D outcomes should be labeled and a synopsis provided on each program before the LAT reviewed the material. Another point was made that the programs did not meet the total needs of the LAT and that there may be a possibility that parts of each program may be identified for utilization.

After the review it was quite evident that the members of the LAT were not in agreement as to what basic concerns were going to be treated and how the school would be organized to accomplish it: homogeneous grouping vs. heterogeneous grouping; one management system in a classroom vs. two.

One member of LAT, Mr. P, requested further information regarding the product pool and whether other sources would be considered. He was advised that the project was committed by contract to first search the pools mentioned and if appropriate products were not available through the pools other sources would be used.

The same member expressed concern about the possibility of treating the symptoms rather than the cause. There was considerable discussion concerning this concept. The discussion revealed the conflict that exists within the LAT. The department chairman suggested that decisions are reached when meeting as a department but once the meeting is concluded the members do not admit to the decision.

A caucus of the LAT was requested. It seemed that at the conclusion of the caucus they had agreed to continue to disagree.

Questions were raised concerning what might happen if some of the LAT elected to drop out of the project. The project director said that the project would continue to work with those who remained regardless of number. However, the administration would have to decide at what point and under what conditions the project would or might continue.

Dr. I noted that a curriculum analysis could be done on the present textbook series being utilized by the Language Arts department. This analysis would be done for the purpose of matching the Language Arts objectives to the textbook and to the tests being given by the teachers.

The LAT agreed to meet again on May 19, 1977 at the intermediate unit. The R & D outcomes were left at the school in order to give team members an opportunity to analyze and rate the programs. In addition, the LAT agreed to meet and discuss their continued participation in the project activities. A decision was to be relayed to the Linker before the next LAT/SAT meeting.

Fourth Selection Session

The fourth selection session was held at the IU office on May 19, 1977. Five LAT members and the principal attended. The negative member did not attend. The SAT members were: Mr. D and Ms. C from RISE, Dr. L from LRDC, Dr. G from RBS, the Linker and the IU resource person, an IU Title I person and a PSIP case writer.

The purpose of this meeting was to continue to work with the LAT on the selection process. The Linker began the meeting by presenting to the LAT several opportunities available to them by way of inservice education workshops. Dr. O, the Language Arts department chairperson, presented to the group a report on the department's meeting held during the week of May 9th. The teachers voted to continue with the project activities, three teachers working through the selection process dealing with a clinic setting and two teachers searching for an R & D outcome relating to the identified student population (80-101) and some type of management system to work with these students. One teacher, Mr. P, decided not to participate in project activities. It was also reported that the Language Arts department is going to a "partner-teacher" concept for the 1977-78 school year. There will be three teams and each team will have two sections of each grade level.

Team One will work with a 6th grade Reading clinic, the students will be homogeneously grouped from among the incoming 5th graders. The students will be identified by SAT, Otis Lennon, teacher judgement and

records, assistance from the Title I teacher, learning disabilities teacher and Reading specialist at Elk Valley. The students will be in that 80-101 I.Q. level as well as students from other I.Q. ranges that are working below grade level, the total number would be approximately 40 students for the clinic. The Linker and language arts department chairman will work through the building principal from the middle school and elementary school to set up the meeting between the two language arts departments for communication purposes.

At this point, the IU Title I coordinator presented information on the Title I program operating in the district's elementary school. During this school year, there were eight students in the Title I program in 5th grade. In addition, there were 20 students identified as eligible for the program, but not participating.

The LAT indicated interest in some type of inservice activity that would assist them in developing teacher made materials, i.e., learning stations, learning centers, games and activities. The Linker explained that this type of workshop could be made available through the IU's inservice education program at minimal cost. This would be explored when the LAT defined more specifically their area of concern.

Mr. D from RISE then reviewed the topics discussed to this point:

1. There is going to be a 6th grade clinic established for the 1977-78 school year.

2. There needs to be a process to identify potential students.

3. The LAT will attempt to set a meeting with the Title I Reading teacher, the learning disabilities teachers and Remedial Reading teacher at the elementary school.

4. The 80-101 students will be identified first and the other criteia will be established to identify additional students, the target will be 40 students.

Dr. G from RBS showed how the detailed student needs statement, the program analysis and the selection criteria interrelate.

The intermediate unit coordinator for the examination center offered to identify curriculum materials in the center that could be reviewed by the LAT. These materials could be sent to the school within the next two weeks, and the teachers would have an opportunity to use them in their classrooms.

At the last SAT/LAT meeting, Dr. I from LRDC had agreed to analyze the basal Reading series presently being used at the middle school. This material was distributed to the LAT. (See Appendix B-1, page 85.)

The Linker reviewed the day's activities and plans were set for the next meeting, which will be held on June 15 and 16 at the middle school. The R & D outcomes were to be reviewed by the LAT before the next meeting.

Both the LAT and SAT agreed that the meeting was productive and that the direction by the SAT contributed to the day's activities.

Fifth Selection Session

The fifth selection session was held at PSIP School One June 15 and 16, 1977. The remaining five LAT members attended; the principal did not. The SAT members were Ms. C and Mr. D from RISE, Dr. I and Dr. L from LRDC, the IU Linker and an IU resource person.

The Linker distributed summaries of the last LAT/SAT meeting and reviewed its major points.

The LAT coordinator, Ms. E, reviewed the meeting of some members of the LAT with the 5th grade teachers, Title I Reading teacher and remedial teacher. Information on what will be helpful to the proposed Reading clinic teachers will be made available. Approximately 25 students were identified for clinic enrollment. Criteria for selection of students was discussed. There are 42 students promoted into 6th grade that are reading at the lower portion of level 13 or lower. Forty-two are considered too many for a clinic situation. There was some discussion concerning the implications of reducing that number to 32. Again the group was reminded that the proposed clinic was for Language Arts and not limited to Reading. This concept, of course, will present some unique problems.

Ms. C from RISE reviewed again the four R & D products that were left for examination and considered applicable to the clinic concept. A fifth R & D product very recently received from Georgia was also reviewed.

Dr. I presented her analysis of the 1977 Holt Series using her analysis instruments. She explained that the comparison with the earlier series may be incomplete because all materials were not available nor accurate information concerning current use available. She also presented (along with copies) a supplement to the analysis instruments. There was some discussion of the disadvantages of utilizing only a part of a program.

The IU resource person explained how materials could be obtained from the IU Examination Center for review and trial use. She pointed out the advantages of making use of the service.

Time was provided to further examine the R & D products made available by RISE.

The LAT was supplemented with School One's librarian and a learning disabilities teacher and the Title I elementary teacher.

Mr. D from RISE reviewed the four stages of the PSIP Needs Assessment, Knowledge Consolidation, Selection and Implementation.

Dr. A, from RBS, introduced the concept of implementation and the three phases of implementation (a) developing a management plan, (b) implementing the management plan and (c) conducting the plan.

There was considerable discussion on how to best organize to discuss the two main areas of concerns (1) Language Arts clinic and (2) management scheme for handling the low ability student in heterogeneous setting. With some persuasion the LAT decided to break up to discuss the concerns and then regroup to share what transpired in the meetings.

The two groups met for one and one-half hours. Dr. A and Ms. C met with the clinic group while Dr. I and Dr. L met with the management group. The evaluator and Linker moved from group to group.

A. Comments from the clinic group were:

.An attempt was made to describe the clinic from the standpoint of students, staff, materials, physical facilities, equipment and management.

.Would attempt to deal with student achievement at 2nd through 4th grade levels and also below expectancy.

.The department would need to explore how clinic resources might be made available to others.

.Needed equipment might be shared and exchanged.

.Clinic will be staffed by two teachers with possible input from district specialists.

.Core materials would be Holt.

.Various grouping techniques would be utilized.

.Things that would be helpful will be placed into one of two lists--basic and desirable.

.Teachers willing to visit IU to examine and evaluate materials.

.$1500 for PSIP materials is being protected but may not be available until after October 1.

B. Comments from the management group were:

.We need to describe what needs to be managed

-as it relates to the teams or partnerships; and

-as it relates to the language arts department decisions.

.There was a question about what happens if there is less than 100 percent acceptance of an adopted system and therefore not followed in come classrooms.

.An early task of the department is to identify a core set of critical skills to be mastered by each student and a system of keeping records of such mastery.

.There needs to be a method established to determine if the adopted skills are being taught.

.Some discussion concerning the merit of staff development activities.

The Linker brought the meeting to a close by summarizing the activities of the past two days and suggesting possible summer time activities for the LAT.

.Shippensburg meeting

.Edinboro Reading clinic

.Exam material at IU

.Prepare description of proposed Reading clinic for parents

.Think about grade for clinic participants

.Needs to be some sort of center progress report by mid-July

LAT was asked to consider the merit of having a knowledgeable outside consultant inventory for all Reading material now available at School One and evaluate its usefulness and suggest an organization for its most efficient use.

D. "Out of PSIP Process" Sessions

Special Note

Although the School One LAT planned to meet in August and to complete several activities during the summer, they didn't. However, the negative LAT member left the school in August and is now teaching in a different system. The IU Linker was in contact with the LAT coordinator and the building principal during this time. By September 1977, it became obvious that the LAT had not moved ahead in the PSIP process and an update and review session was scheduled for September. At this point, School One had had twice as many selection session as other PSIP sites without selecting an R & D Outcomes.

Update and Review Session

This session was held at School One on September 22, 1977. Six LAT members attended, the negative Mr. P had been replaced by Mr. L, former elementary school teacher. The SAT members were Dr. G from RBS, Ms. C from RISE, Dr. L from LRDC, the project evaluator and the Linker.

The purpose of this meeting was to review the June 15 and 16, 1977 meetings with the LAT and plan specific strategies for completion of the selection process. The new member of the LAT was introduced.

The LAT still expressed a need for the selection and implementation of some type of management system for the total Language Arts program. The concern was again raised by the Linker and the LAT was that what needs to be managed must be determined. The 1977-78 schedule was outlined.

	Team I	Team II	Team III
6th grade:	Clinic 32 Students	Heterogeneous Two sections 60 Students	Heterogeneous Two sections 60 Students
7th grade:	Heterogeneous Two sections 48 Students	Heterogeneous Two sections 48 Students	Heterogeneous Two sections 48 Students
8th grade:	Heterogeneous Two sections 60 Students	Heterogeneous Two sections	Heterogeneous Two sections

All sections of each grade meet at the same time; II and III have common planning time; approximately 45 minute periods. (This information is subject to clarification by the LAT).

Dr. G from RBS, Dr. L from LRDC, and the project evaluator led a discussion on attempting to define the areas of the Language Arts program to be managed. The following outline was prepared by the LAT and SAT:

MANAGEMENT LIST

To be managed:

1. Time

   A. Instruction - Student/Teachers
   B. Planning
   C. Recordkeeping

2. Materials and Equipment

   A. Basal Texts
   B. Supplemental Materials
   C. Physical Facilities

3. Students

   A. Recordkeeping
   B. Grouping
   C. Scheduling
   D. Diagnosis
   E. Placement
   F. Evaluation of Mastery
   G. Self-Directedness

4. Content

   A. Course Description
   B. Team Curricula
   C. Individual Student Records
   D. Sequencing
   E. Correlation of Materials with 4A

5. Instructional Events

At this point, it was decided that clarification was needed on the Language Arts course description and nine broad skill areas included in it. Ten skill areas were listed by the LAT:

1. Organizational skills
2. Discussion skills
3. Spelling
4. Word analysis
5. Grammar and usage - mechanics
6. Sentence construction
7. Paragraph construction
8. Comprehension - critical Reading and thinking
9. Reading in the content area
10. Responding to literature

The LAT broke into their three teams and responded to three concerns in relation to the present Language Arts program.

1. What are you going to be doing in each of these ten skill areas for the 1977-78 school year?

2. In what order are these going to be addressed?

3. Who in each team has major responsibility for each area?

The teams reported back to the total group on their specific activities. The SAT presented a format for refining and gathering additional data on the present Language Arts program. The teachers will utilize Ms. F and Mr. O's outline on the skill areas as a guide and will attempt to provide additional information on the following:

1. Review the major areas and subareas
2. Circle the areas not presently being addressed
3. Add any additional areas they are covering
4. Indicate the students' grade level and ability
5. Check any major areas or subareas they use evaluation methods for mastery
6. List materials, printed, commercial or teacher-made they use for each area

The Linker and SAT will develop a format for outlining the information. The LAT will meet as teams on three consecutive days beginning on October 4, 5, and 6 to complete the outline. The SAT will then analyze the data and report back to the LAT at the end of October on what the LAT has described as their present Language Arts program.

It was hoped that at this point the central question on what it is that needs to be managed can be addressed and the LAT can move closer to selecting an outcome that can be implemented.

The Linker was to provide the LAT with format for reporting the present program and collect the data on October 7, 1977.

One would conclude from the discussion that the present course outline prepared prior to the opening of the middle school four years ago is in need of revision. No one seems to have a complete outline. There seems to be little direct reference made to the outline but the teachers appear to have detailed knowledge of the content.

Follow-up Meeting of Linker/LAT

On September 30, 1977, the Linker met with the LAT at the school to finalize a format for the LATs description of their language arts curriculum. The format was approved and the following schedule of events was agreed upon: LAT teams would meet the week of October 3, 1977 to write team descriptions of what they were actually teaching in the Language Arts curriculum. The Linker would pick up these descriptions, forward them to the SAT members. The SAT members would analyze the descriptions and report their findings to the LAT at the next meeting on November 2, 1977.

The Last LAT/SAT Session

The last LAT/SAT session was held at the IU office on November 2, 1977. The total LAT attended, the principal did not. The SAT members were Dr. G from RBS, Ms. C and Mr. D from RISE, the Linker, the project evaluator and Dr. L for LRDC. In addition, two external evaluators for NIE, V. Cutter and G. Hall, and a project case writer were in attendance.

Immediately preceding the session the NIE evaluation team interviewed the LAT members.

The purpose of the meeting was to provide the opportunity for members of the SAT to report to the LAT their analyses of the data describing the present program of the middle school's Language Arts program. The survey was conducted to obtain a better picture of how the Language Arts department was currently managing the various aspects of classroom instruction.

The Linker opened the meeting by reviewing the agenda for the day. He distributed the "Gray Book" which described the areas of management in a classroom and a summary by "critical areas of instruction" of the team's responses to the survey.

The evaluator, Dr. G, Mr. D and Dr. L presented their individual analyses of the survey. Each tended to support the other's impressions and conclusions. The analyses were made in terms of management concerns identified in the previous LAT/SAT discussions. The comments are summarized below:

1. There is a need to correlate the materials with the skill areas. There appears to be a variety of materials; the problem may be in the quantities. In addition, some materials may not be appropriate. Given the present scheduling of students, where students may be taught by three different teams in three years, there is probably a need for a higher degree of coordination of materials. Several questions may be raised: Have the materials been coded to specific objectives and ability levels? Would it be better to have less variety but greater quantities of appropriate materials?

2. There should be consistency across grade levels on what is to be included in each team's student record folder for each major skill area. The three teams do not maintain the same kind of records. What information does the next team receive about a student in addition to his grades?

3. The department may want to build some consistency in their program on how major areas of instruction are scheduled (time allotted for introduction of concepts) and build in some assurances so that concurrently doesn't mean incidental. There appears to be a need to determine what concepts are introduced at each level, when they are reintroduced and the approximate proportion of teaching time that should focus on each skill.

4. There appears to be a need for a system that will provide enough data on students, materials, and evaluation strategies to allow teachers flexibility in planning instruction, but will ensure every student is exposed to all skill areas in a developmental sequential pattern.

5. For the majority of the objectives, the teams do not require a level of mastery before moving on to another objective. Students are grouped usually on the basis of past grades, test results and teacher judgment. There is little effort to diagnose a student's strengths and weaknesses.

6. There is a general agreement from the teachers that sufficient time has been scheduled for instruction. There is also an opportunity for common planning by the teams and once every other week the whole department has the same planning time. Questions that may be raised are: Are the students scheduled in a manner that provides for the most effective instruction? Can a teacher teach three levels of a discipline (6-7-8) as efficiently as one level, considering the range of skills and knowledge to be covered and the wide variety of materials that are used?

7. The curriculum outline or course description is available. In addition, detailed objectives have been identified within each major area of the curriculum by grade or ability level. This course description was developed four years ago and there does not appear to be a complete copy available, nor does it appear that the majority of teachers utilize it as a guide. The survey just completed on the present program suggests that minimum requirements for each of the detailed objectives have not been established (mastery). In only a minimum number of cases is a major objective basic or essential before moving to another objective. Teacher-made tests are utilized to measure a student's achievement and determine readiness to move on. The questions to be raised are: If there are common goals for the department, shouldn't there be a common method of determining the achievement of the goals? Is the present curriculum as described too complex to be administered under the present conditions?

The following is a list of observations from Dr. Barbara Weigert, Mercyhurst College, based on her review of the Language Arts program description developed by the LAT.

1. There appears to be a need to clarify the time spent on actual teaching of the skill areas. This is critical if the teachers are going to be able to test the student's mastery of specific skills.

2. The course description that was developed four years ago by the Language Arts department should be reviewed and determinations should be made as to what is appropriate and what is operational this year. This should be done based on the present conditions

and staff now in the Language Arts department at the middle school.

3. There does not appear to be any uniform recordkeeping system within the department. Student records are not available as the students move from grade to grade and from subject to subject (English and Reading).

4. In order to identify a management system that will meet the needs of the teachers and students the department should first develop a comprehensive program description. This program description should be done by all the language arts teachers, and agreement should be reached as to the specificity of the objectives, the materials to be used and the mastery of each skill.

The presentations were followed by an LAT/SAT discussion. The LAT decided to discuss the issues over lunch and report back.

Following lunch, the LAT raised a question concerning why it took a year to reach the above conclusions. Has the past year been a waste of time? Various explanations were offered none of which fully explained the situation. (It should be noted that the SAT had reported apparent lack of an articulated curriculum at several points in the PSIP process.)

The LAT then asked--What next? Several options were considered. Each required answers concerning availability of resources. The LAT and SAT would each explore possibilities.

The LAT seemed to accept the fact that considerable work had to be done by the LAT before they could reenter the PSIP process. The Linker was to deliver to the LAT an outline of the tasks to be completed.

The LAT reported that they would revise, update and describe their Language Arts curriculum. They also agreed to meet with the superintendent and building principal to discuss strategies and resources for completing the task. It was at this time that the LAT indicated that the $1500 put aside for PSIP had been spent on English textbooks.

The Linker pointed out to the LAT that the intermediate unit was not sure if it would support financially an external consultant and released time.

The Linker then summarized the meeting and discussed with the LAT and SAT the following sequence of events:

1. The LAT would discuss its plans for developing a course description with the superintendent and building principal during the week of October 7 and also discuss the local district financial support for the task.

2. The SAT would provide the LAT with a guideline for the organization of the course description.

3. The Linker would develop a composite of the SAT observations and comments for the LAT.

4. The Linker, with assistance from the SAT, would develop a list of resources the LAT could draw upon when they develop the course description.

5. The Linker will check on the possibility of the intermediate unit, through PSIP, offering financial assistance for released time or an external consultant, possibly on a matching basis.

The Linker would contact the LAT on November 8, 1977 to determine the status of the project and possibly meet with the LAT coordinator and department chairperson on November 11, 1977.

The SAT remained after the adjournment for a debriefing session. An attempt was made to provide the Linker with some guidance and help in defining the tasks for the LAT.

Linker Follow-up to the Last LAT/SAT Session

The Linker received from the SAT a suggested guide for School One to use in developing a curriculum for Language Arts. He delivered this guide to the LAT on November 11, 1977. (This guide is found in Appendix D, page 100.)

On November 18, 1977 the Linker, the building principal and the LAT agreed upon the following:

1. The Language Arts department agreed to rewrite the program

2. The department would attempt to meet weekly to discuss the organization of the department; specifically:

   a. What should be taught?
   b. How it will be taught?
   c. When the department will work on course descriptions?

3. The teachers felt the work they had done last year was valuable to their plans for the rewrite

4. The principal would assume the role of the department chairman, and directing the LAT to a department agreement

5. The LAT felt the work could not be done in three or four meetings, but could be completed by spring.

It was understood that there would not be total PSIP involvement at this time, but the Linker could work with the teachers during the rewrite. It is possible that when the teachers complete the rewrite, there would be a need for SAT involvement and continuation of the selection process.

On December 19, 1977 the Linker sent a letter to the district superintendent describing the current status of the middle school in PSIP. Excepts from this letter are given below.

1. At the LAT/SAT meeting on November 2, 1977, the SAT reported back to the teachers their observations and comments on the present Language Arts program.

2. The LAT coordinator and Language Arts chairperson agreed to meet with the principal and the Linker on November 11, 1977 to discuss the rewriting of the Language Arts curriculum in a more comprehensive and sequential manner. After this meeting, teachers could decide to rewrite the program.

3. The Language Arts department has agreed to rewrite the program. The department will attempt to meet weekly to discuss their organization, specifically:

   a. What should be taught?
   b. How will it be taught?
   c. When will the department work on the description?

   The teachers generally felt the work they had done this past year and specifically the models for sequential development of the curriculum will be valuable to their plans for the rewrite.

4. There would be little or no PSIP involvement unless requested by the teachers.

5. The SAT and the total PSIP process would be willing to move back into the selection phase of the project if the teachers so desired.

On February 10, 1978 the Linker met with PSIP School One's principal. The purpose of the meeting was to discuss the progress School One's LAT has made in regard to the development of a language arts course of study. The teachers had been meeting on a regular basis since November in an attempt to analyze and revise their current Language Arts program. The Linker disseminated resource materials to the LAT and discussed the matter with both the building principal and district superintendent on an ongoing basis.

The teachers were planning for a separate set of skills and activities for the English and Reading programs. Their approach will be as separate departments, not as an integrated Language Arts department. The reading teachers will utilize the Holt series and the English teachers will gear their program to the basic skills in preparation for high school, possibly purchasing an English textbook.

As the teachers work through the development of a draft of the English and Reading curriculum, it was planned that if the group would like additional assistance from the SAT, they will suggest a meeting in April.

If the LAT decided to complete the task without any further assistance from PSIP, exit interviews will be scheduled and a letter of termination will be sent to the intermediate unit coordinator.

"Exit" Interviews

PSIP School One did not request an April SAT/LAT/Linker session and "exit" interviews were scheduled by the project evaluator on May 31, 1978. The results of these "exit" interviews are summarized below.

Exit interviews were completed on May 31, 1978, by the PSIP evaluator. The persons interviewed were: the district superintendent, the building principal, the guidance counselor, the LAT coordinator (Ms. E), the department chairperson (Mr. O) and an LAT member (Mr. L). The results of these interviews are summarized by respondent.

The superintendent noted, "I was disappointed with the school's PSIP experience--not in PSIP but in us. The LAT operated under the delusion that there was a Language Arts curriculum, but they didn't have one. PSIP had to go on what they (LAT) told you--couldn't assume they were deluding themselves. I'm disappointed after that last session they (LAT) didn't want any help.... They (LAT) put it (PSIP) on a 'Don't call us, we'll call you' basis. The principal just let go--lack of leadership in the LAT was the real problem. There's no leader in that group of teachers."

When asked if there were any changes in School One as a result of PSIP, the superintendent said, "Yes, they had adopted Holt K-8 and added the recordkeeping system."

The building principal stated that PSIP "created an awareness in the Language Arts department that there was a problem." The guidance person noted that "PSIP forced the staff into searching for a remedy. The teachers had implemented new ideas."

The principal stated that "they (LAT) started in December to rewrite the curriculum." "I've taken over as department chairperson to provide leadership--that was a real problem--no leadership from the department chairperson. (As a result of PSIP), we used budget allocation to expand levels in Holt series, bought English texts, developing a student checklist." The principal also noted that School One has not withdrawn from PSIP, a possibility of reentry exists.

The department chairperson stated that "it (PSIP) gave us a chance to discuss things we never discussed before. We're doing better things now that came out of PSIP. Without PSIP we couldn't have had program evaluation--we thought the superintendent had a total curriculum guide but he didn't. The SAT was invaluable." When asked about the problems the LAT had in selection, the chairperson said, "We didn't know what we wanted--there was no curriculum." After the last LAT/SAT session, the chairperson indicated that "(we meet) every week on the English curriculum--divided into Reading and English teams. We're meeting two full days at the end of the term."

"(As a result of PSIP) we have changed our scheduling, ordered more texts--changed our grading procedure." The chairperson, when asked why the LAT had withdrawn from the PSIP process replied, "We felt misled... we thought the superintendent had a copy of the total curriculum and the SAT had it too...there wasn't any copy of it anywhere."

The LAT coordinator's comments on PSIP involvement were, "We received good, useful information from RISE and RBS--we were introduced to the PCRP. The team members developed new attitudes toward teaching and new teaching ideas as well. There was no sharing of ideas within the department before PSIP--only at lunchtime. We needed guidance and the needs that came out of student and program analyses were surprising. The PSIP analyses and papers were indispensable in writing our curriculum program. It gave us the opportunity to hear and talk about other programs and essentially about being good teachers--to know whether to adapt or change. We had sound advice on curriculum improvement. We got our views down on paper. PSIP staff were always willing to help us and provide information," and "I feel cheated because we didn't have a chance to come back into PSIP and go on. We might not have had something to implement in September, but I knew we'd have something to build on soon." She also commented that because of PSIP, they now have "the clinic--really individualized instruction."

The LAT member interviewed had only been on the LAT a short time. He said (as a result of PSIP) "internal communication improved, next year we're scheduling different. I got a lot from it personally. At least in PSIP the faculty was talking to each other."

III. General Discussion

This section of the report will provide a description of PSIP agency persons, the Linker and LAT persons, and a discussion of the Needs Assessment, Selection and Out of PSIP process activities at School One. Within three broad areas the roles of PSIP agency persons, the Linker, and the LAT will be analyzed. The outcomes anticipated and unanticipated for each major activity will also be discussed. The costs in terms of person days and dollars for each major activity will be estimated.

A. Discussion of Needs Assessment Activities at School One

Student Needs Analysis

Role Descriptions

Dr. G was primarily responsible for developing and presenting to the LAT the major activities in the student needs analyses activities. Dr. L provided support for Dr. G during actual sessions. The Linker coordinated and scheduled all of these activities and maintained liaison and follow-up interaction with the building principal and the LAT coordinator. The Linker was responsible for setting the agendas and duplicating materials for the meetings but Dr. G was responsible for the content.
(Note: Ms. C from RISE attended the needs assessment sessions to gather input for R & D search.)

The LAT coordinator maintained contact with the Linker and secured student data from the principal and the guidance office. The department chairperson was very low key during the student needs analyses. The other LAT members followed the coordinator's leadership without any conflict at this point. The principal attended all of the student needs analysis meetings. Although the first introductory session revealed a negative attitude toward PSIP involvement on the part of the LAT members this seemed to disappear as they became involved in student needs analysis activities. The PSIP agency persons introduced and provided training in the analyses procedures but the LAT members did the actual work with support from the Linker.

Outcomes

The outcome of student needs analyses was the identification of a group of low ability students as a target group for whom Reading/Language Arts instruction needed to be improved. The identification of the target group came as a surprise to some LAT members but Mr. P was happy with the outcome. It had been his contention at the initial session that all he needed was a way to teach this kind of student.

When School One entered the PSIP process the total Language Arts staff were aware that the students were underachieving in both Reading and English. However, their attitude was that the elementary school

that fed into the middle school needed to change. It had not occurred to them that perhaps if the middle school staff at School One changed instructional patterns, processes or even materials the students' progress could be improved. At this point the entire staff believed that if the elementary school "did a better job" the School One problems would be solved.

This "I have no reason to change" attitude started to modify during the student needs analysis. When the staff members on the LAT saw patterns of discrepancies across several broad areas of student performance they began to discuss their own need to modify and revise teaching procedures. Their next concern was how to change what they are currently doing. At this point the general climate of the LAT changed. From a group who believed "we're competent teachers, no one has to tell us what to do", the LAT became concerned professionals ready to search for possible solutions to a problem they had identified.

After the student needs analyses had been completed and obvious reasons for change identified, the LAT was eager to analyze the existing Language Arts curriculum at School One. The LAT at this point were aware that additional information was needed to clarify the direction for change. Concern was expressed by one member of the team, Mr. P, that even after program analysis the LAT wouldn't know what to do about the problem. The SAT reinforced the idea that part of the PSIP process would provide the LAT with information about possible alternative solutions for the problem area described in the student and the program needs analyses. The chairperson for the language arts department summed up the situation at this point when he commented that "at least we know what the problem is when we started we didn't even know that."

Program Analysis

Role Descriptions

The second major activity in needs assessment was program analysis. This activity was developed by RBS based on LRDC research findings. Dr. G again provided the content and leadership for each session with support from Dr. L. The Linker played the same role in coordinating and setting up LAT/SAT meetings. He also completed all data collection activities in the school.

Outcomes

It was during program analyses activities that Mr. P began to display disruptive negative behaviors. As mentioned on page 16 the LAT voted not to look at variables closely related to teacher classroom behaviors. However, Mr. P thought these variables should be looked at. His nonverbal behavior (withdrawing from the group) indicated his dissatisfaction with the group decision. His attitude became more negative when the LAT refused to limit student questionnaries to the target group or to identify target group responses in any way.

At the last program analysis session Mr. P was so angry because the data collected couldn't be related to the low-ability target group that he turned his back on the LAT.

Program analysis activities resulted in an LAT statement of instructional variables that needed to be improved at School One.

Before PSIP involvement there were no human resources available to School One beyond the regular district staff. Most of the district's specialists' efforts were concentrated on the elementary and the high school levels. There had been a limited amount of outside consultant help prior to installing the middle school in the district. The PSIP team provided the services of the IU Linker, staff members from all three research agencies, LRDC, RBS and RISE, and the PDE management team to assist the LAT in all phases of problem solving, considering alternatives and eventually installing an innovation. The LAT coordinator stated that her involvement with the PSIP extended her professional skills and provided her with expertise applicable to other situations in the district.

The involvement of School One in PSIP needs assessment activities provided the LAT with the out-of-class time necessary to adequately analyze a problem area. Before PSIP the Language Arts faculty did not have joint planning time available. During needs assessment the LAT had 10 full days of released time for PSIP activities. Six of these days were sessions when the LAT worked directly with the SAT.

At the beginning of PSIP involvement the School One building principal wanted the LAT to rush through the process and get to installation of a change. He also said that the school had no money for any materials or to support installation efforts. Although PSIP clearly states that project funds are not available for classroom materials this principal stated that PSIP would have to locate funds for installation. After the LAT had completed the student needs analysis and was entering program analysis this same principal said "take the time necessary to do it right" -- a complete about-face on his part. He also asked "How much money should I include in next year's budget? Our funds are limited but I'll see what I can do." The principal and the guidance counselor managed to get a line item in the school budget without detailed expenditure categories for the school's PSIP activities during installation. The amount is not large but it is the total dollars available for Language Arts in the middle school, $1500. (The principal attended all of the needs assessment sessions but the last program analyses meeting when Mr. P became so negative.)

The cost of the needs assessment activities in School One were: 23.4 Linker days, $2,340.; 23.3 SAT person days, $3,495.; 38.5 LAT person days, $1,315. The LAT person days were released time days for LAT members, PSIP funds paid for substitute teachers.

B. Discussion of Selection Activities at School One

Role Descriptions

Mr. D and Ms. C from RISE were primarily responsible for the selection activities at School One. Ms. C developed the content and materials used during each formal LAT/SAT session. RISE identified 29 R & D outcomes relative to School One's problem definition. Mr. D and Ms. C shared the responsibility of leadership in training the LAT to use the selection process. The leadership style of these two people differed, Mr. D was very intense and tended to be rather inflexible, insisting on maintaining planned agenda items despite response levels of the LAT. Ms. C was a bit more low key and informal in her presentation; she adjusted to the variances in LAT responsiveness. Mr. D seemed to be following philosophy of showing them what we have, if they don't find anything by the third session, pull out, terminate involvement. The other SAT persons, the Linker and project director did not agree with this philosophy. The LAT had worked hard and long at problem identification and it was felt that PSIP should result in identifying some sort of solution for the school. It was noted that possibly bits and pieces of several R & D outcomes could be adapted by School One.

The IU Linker again served as a liaison, coordinator, product deliverer and communication channel among LAT/SAT and school administrator. He worked closely with RISE to arrange logistics for LAT persons to visit R & D sites to observe outcomes in practice. The building principal kept the Linker informed about LAT internal conflict. Dr. G and Dr. L provided support and assistance to the Linker and to RISE persons during selection activities. Dr. L was especially supportive in clarifying PSIP conceptualizations for the LAT. Dr. L had been a district superintendent and always helped maintain LAT/SAT/Linker communication. His role many times was that of a "shadow consultant" or confidant to the Linker.

The selection process at other PSIP schools usually was completed in three sessions. At School One conflicts within the LAT surfaced. The LAT coordinator Ms. E and Ms. H used PSIP need analyses findings to justify setting up a reading clinic for low ability students for 1978-79. Other LAT members were not enthusiastic about this but Ms. E, a strong-willed person, convinced the prinicpal that it was a good idea. Mr. P was upset because he didn't want to separate low ability students from the others. Ms. F and Ms. G were upset because the "clinic" would have priority on all supplementary Reading materials. Mr. O, the department chairperson, refused to take any position on the clinic concept.

This LAT conflict affected the selection process since the team was split on what they were looking for. Ms. E and Ms. H only considered reading clinic related outcomes, Mr. P refused to react to anything and the other team members wanted a "management system" for both clinic and regular program. This internal conflict resulted in each LAT person trying to "sell" their point of view to the prinicpal. He refused to resolve any of the conflict - merely listened and then let the Linker know. The Linker, in turn, informed the SAT persons and the project director and evaluator.

Outcomes

Needless to say no R & D product was selected at School One. At the end of June 1977 the LAT decided that (a) a management system was what they really wanted and (b) before selection could continue the LAT would define what they wanted managed.

Mr. P had resigned from the LAT stating to the principal that he could find his own solution to the problem (as reported to Linker by the principal). The principal told Mr. P to generate a plan for addressing the problem and submit it to him. Mr. P resigned during the summer and is now in another district.

C. Discussion of "Out of PSIP Process Activities" at School One

After Selection Session Five (page 24) the School One entered a self-determined but PSIP supported out of PSIP process phase. The LAT produced a description of what they wanted managed. (A description of Language Arts as actually taught in the classroom). The LAT requested the SAT to analyze and react to the description at an LAT/SAT session on November 2, 1977. It was expected that the results of the November 2 session would trigger reentry into selection.

The Linker planned and coordinated all of this "out of PSIP activities with input from Dr. G, Dr. L, the project evaluator and Ms. C. In a planning session for the November meeting the SAT persons noted that there was no evidence of common language arts curriculum plan for this school in the description produced by the LAT.

The November SAT/LAT meeting was a disaster. There were external NIE evaluators observing. Dr. G, Dr. L, the evaluator and Ms. C presented their analyses of the LAT curriculum description. It was not well received. The LAT members were rather defensive claiming that, indeed, School One had an on-paper course outline for Language Arts. Mr. D, from RISE, (who had had an antagonistic attitude toward this LAT because they didn't find an R & D outcome within his time frame) made some negative comments about the quality of the on-paper course description.

At this point the Linker commented, "I don't know what I'm supposed to be linking here!"

After a lunchtime caucus, the LAT coordinator reported a team decision to work on their own to develop a Language Arts curriculum guide, to have the SAT provide them with written guidelines to complete the task and to put PSIP on a "we'll call you if we need you" basis. Reentry into selection was optional.

There were no SAT/LAT sessions at School One after November. The Linker provided the LAT with SAT generated guidelines for producing the curriculum guide and he maintained communication through the building principal.

The costs of the formal selection sessions and the out of PSIP meetings were: Linker person days 22.2, $2,180.; SAT person days 24, $3,565.; LAT person days 32, $1,120.

PART IV

Analysis of PSIP at School One

The PSIP agencies entered School One with a philosophy of developing LAT ownership of the problem solving process. The SAT stressed the flexibility of the LAT/SAT sessions and maintained a nondirective approach in the LAT/SAT relationship. All of the PSIP training sessions for the LAT were field tested at School One and revised on the basis of the School One experiences of the SAT. The LAT at School One was aware that it was a field test site and often used this as a bargaining point to change planned agendas, to get more time or additional input from the SAT (such as research articles, materials, etc.). The LAT frequently tried to get the SAT to tell them what to do--to make LAT decisions but the SAT maintained the position of facilitator thus forcing the LAT to make decisions.

The IU Linker played a strong role in the PSIP process at School One. Because of his past association with the district (as a teacher and a school board member) he maintained communication among the LAT and district administration.

The LAT members accepted the Linker as an external person with expertise in many areas and used him to access PSIP agencies. The Linker in turn maintained the momentum of the PSIP process in School One. He was the communication channel between PSIP agencies and the site. His credibility was such that the superintendent had him report School One's progress to the school board at the end of the 1976-77 school year.

The progress of School One in PSIP was continuous and productive during needs assessment activities. However, during program analysis sessions, internal conflicts within the LAT began to surface.

Mr. D, when presenting the selection LAT/SAT sessions, was not inclined to maintain the previous SAT style of adapting to the LAT's desire during an agenda. Selection activities were extended with the LAT considering the possibility of adapting several R & D outcomes. During this time Mr. P left the LAT and the other members were divided into clinic and nonclinic groups. This LAT split resulted in selection activities focusing on two target groups and the LAT lost sight of their criteria for selection.

At this point, the selection phase became chaotic. At the last session of the 1976-77 school term, the LAT and the SAT faced the fact that selection activities could not continue until the LAT described what their current Language Arts curriculum really was. The last SAT/LAT session was constrained because of external observers. As the LAT coordinator commented "If all those outsiders hadn't been there we (SAT/LAT) could have got down to work----but nobody wants to wash their dirty linen in public."

During the first year of PSIP involvement the LAT had defined their student needs and reached consensus on these needs. Communication among the language arts staff had improved to the point where disagreements were open rather than subrosa and attempts were made to resolve them.

Discussions among the LAT members during PSIP sessions resulted in the following changes in the language arts department: the staff was team teaching in 1977-78, the grading system was changed, the scheduling pattern was changed, additional textbooks were ordered, the reading clinic (really individualized teaching) was established, a student record keeping system was adapted, reading and English staff persons have common planning time, the principal is providing leadership for the language arts department, the negative, disruptive staff person left the school.

APPENDIX A
SCHOOL ONE DATA
STUDENT NEEDS ANALYSIS

LONG RANGE PLANNING SUBJECT AREA COMMITTEE REPORT

PSIP School One

LANGUAGE ARTS PROGRAM

The Language Arts program at the middle school has undergone several changes during the past three years in an attempt to meet the needs of our students. We have been successful and feel that with some additional changes, we will have an even better program.

Some of the changes we felt worked were: each teacher teaching each grade level, grouping students according to their needs, and having language arts for a double period.

COMMITTEE RECOMMENDATIONS: One area we thought was weak was having each teacher being responsible for teaching English and reading to the sixth grade for a double period. We thought the double block of time was perfect, but teaching both English and reading was difficult to do well. We will try to correct this, this year by having each teacher teach a double period in his/her area to one class for nine weeks, then trading with a teammate and having a new group of students for the next nine weeks, then trading back again. This way each student will get the equal amount of English and reading hours and each teacher will be able to teach in his or her strongest area. We will be running this same schedule for the seventh and eighth grades also.

Our needs in the language arts program are more materials and two additional staff members. We need materials so every child can have a book to take home. It is very difficult to assign homework when the students can not take home a book for reference.

An additional reading teacher and an additional English teacher would also help to greatly improve our program by making a smaller teacher/pupil ratio and therefore enabling us to give more individual attention to those students that require it.

Appendix A-2

Questions for PSIP Pulse Visits

1. What reading materials do you use in your classes?

2. What math materials do you use in your classes?

3. What reading teaching method do you use (whole word, phonics, linguistics, ITA, combination of these)?

4. What math teaching method do you use?

5. Are you satisfied with the progress of most of your students in reading?

6. Are you satisfied with the progress of most of your students in math?

7. If you are not satisfied, have you any suggestion about the reason for unsatisfactory progress?

8. Do you work with students in small homogeneous groups?

9. Do some students tutor other students?

10. Do you design some of your own materials? Do you add supplementary materials from other sources to the regularly adopted math or reading materials? Name them (i.e., games, flash cards)

11. How much time (in minutes) does your class spend on reading daily? Math?

12. Does your school have a library? Do you consider it adequate? Appropriate for the student population? Are all students taught how to use it?

13. Do you have any parent or aide assistance in your classroom?

14. Do most of your students seem to find the math material interesting?

15. Do most of your students seem to find the reading material interesting?

16. If your answer to either of the above questions is "no", can you specify which group is uninterested in the reading materials?

    slowest readers
    average readers
    best readers

    <u>Math</u>
    slowest math students
    average math students
    best math students

17. Do students correct any of their own worksheets? Tests?

18. Do students select their own materials in math? In reading?

19. Are there games or other materials available in your classroom that help students practice math skills or reading?

20. Do your reading materials base progression on achievement of specific objectives?

21. Do your math materials base progression on achievement of specific objectives?

22. Are all students in your class working on the same objective at any given time in reading? In math?

23. Would you say your reading materials are not carefully structured or sequenced, moderately well structured and sequenced, or highly structured and appropriately sequenced?

24. Are your math materials poorly sequenced, somewhat carefully sequenced, or sequenced in small steps to make mastery possible for all students?

25. Do you have a remedial reading program in your school? A special teacher for it? For how many children who require remedial work?

26. *Types of objectives in reading (check one)

general _____
specific _____
both general and specific _____
no objectives _____

27. *If any specific objectives are present, rate the reading curriculum on the clarity of its specific objectives.

Unclear				Clear
1	2	3	4	5

28. *Rate the reading curriculum as to how closely the available materials match the stated objectives.

No Match				Close Match
1	2	3	4	5

*From Cooley-Leinhardt design study (1975)

29. *At the beginning of the year, how do you decide where a child should start in reading or in which reading group he/she belongs? (Check appropriate lines)

By starting at the beginning of the text or series _____
By the results of a standardized test _____
By the results of a curriculum-designed test _____
By the results of a test you developed _____
From the placement of the child at the end of the previous year _____
From wishes of the child _____
Other, please specify _____

_____

30. *Types of objectives in math (check one)

general _____
specific _____
both general and specific _____
no objectives _____

31. *If any specific objectives are present, rate the math curriculum on the clarity of its specific objectives.

Unclear				Clear
1	2	3	4	5

32. *Rate the math curriculum as to how closely the available materials match the stated objectives.

No Match				Close Match
1	2	3	4	5

33. *At the beginning of the year, how do you decide where a child should start in math or in which math group he/she belongs? (Check appropriate lines)

By starting at the beginning of the text or series _____
By the results of a standardized test _____
By the results of a curriculum-designed test _____
By the results of a test you developed _____
From the placement of the child at the end of the previous year _____
From the wishes of the child _____
Other, please specify _____

_____

*From Cooley-Leinhardt design study (1975)

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM NEEDS ANALYSIS

SCHOOL ONE

11/11/76

GENERAL PROBLEM STATEMENT:

1. Who is affected?

   All of my students are affected. My primary concern is for the poorer student whose English skills are lacking and whose reading level is a level or more below grade.

   Students in the low achievement level should be affected as the main thrust of the program; i.e., those students who have been measured at the below grade achievement levels.

   The entire student body is affected if each student is not succeeding at being a productive person - students need to feel good about themselves and their peers, their school, and their community.

   Lower level students

2. Who is causing it?

   Environment is one consideration of cause. Student attitude and lack of materials also affects the cause. Types of motivation and department - classroom organization also affect cause.

   Previous school experiences of these students appear to indicate that they have not been dealt with effectively in accordance with diagnostic indications.

   Lack of basic skills (reading comprehension, basic language arts skills involving speaking, writing) is the major cause. It may be caused by a combination of factors including poor readiness program, lack of tools for determining best learning modalities, lack of stimulating materials in early grades. Ideally, a student would meet with success on Day 1 and dash back daily for more (nothing succeeds like success!)

   Students, attitudes - meaningful functional objectives

3. What kind of problem is it?

   The problem revolves around the following: mechanics, usage, sentence construction, paragraph construction, logical thinking, vocabulary. Individualization and leveled materials are needed. More diagnostic tests and new techniques would be welcome.

   The problem appears to indicate that remedial programs do not match diagnostic information. Further, there is a need to individualize more thoroughly the work that is more directly related to the diagnostic work.

   Lack of achievement is a big problem because the child is frustrated, the parent is frustrated, and the teacher, principal - everybody is a loser.

3. What kind of problem is it? (Continued)

Mostly techniques and material

4. What is the goal for improvement?

The goal for improvement is to better student reading ability. Students should be able to express themselves clearly, think logically and be adequate in the basic skills areas.

The goal for improvement is to raise achievement levels of these students to their grade expectancy which hopefully will also show improvements in the students' other content areas.

Goal - beginning at a level where each student can succeed, find materials that fit and move forward. Each student should learn to read and write and feel that what he/she does in school and in all aspects of life is worthwhile. Parents should be hearing good things about their kids - students should feel that they have good ideas backed by the skills to express them and be creative.

To give lower level students a more successful, functional language education: to teach (and have them learn) the basics they need to survive after graduation. NOTE: these are my personal problems in teaching lower-level students; they are not necessarily everyone's.

GENERAL PROBLEM STATEMENT:

Need: to establish a better working relationship between students, teachers and parents. The problem lies in the motivation of students.
Workshops to improve home and school team work.

Need: for the student to want to improve his academic life.

Need: for teachers to be able to get "hands on" materials to help the student feel better about school and success while there.

Need: less concern about test scores and more concern about developing students so that they can become productive members of our society.

Major concern is development/reinforcement of basic skills in reading.

Many problems revert back to a student's inability to read and comprehend.

Consequently, even the simplest task can and often does become a frustration when the individual lacks direction because of this reading ability shortcoming.

Students who do not achieve up to the level of their ability because of this reading inability are hurt most.

This problem, in our district, is too common. It is a major concern to future individual success.

It would be nice to come up with a series of diagnostic indicators that would enable us to individually determine student levels of success/lack of success so that we could begin with each student where he/she is at and progress at a rate compatable with the needs of that student. Too much too fast is too frustrating and may resolve nothing.

A program of reading that incorporates all areas of interest and academics would be nice.

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
I. INFORMATION RECALL	STUDENT SHOULD:			
A. Be able to use word attack skills	1. Learn sights words	1a. Dolch 220 (group test)	1a. 100% accuracy	
		b. Botel Phonics (group test)	b. 95-100% accuracy	
	2. Apply phonics analysis	2/3a. Teacher observation	2/3a. The ability to decode words with 75% accuracy.	
	3. Apply structural analysis	b. Learning Modality test	b. Precentages set by tests	
		c. SRA phonics survey	c. Percentages set by test	
	4. Increase vocabulary	4a. Botel Word Recognition test (group)	4a. 90-100% accuracy on level	
	5. Use of visual aids such as configuration clues & picture clues	5a. Teacher observation	5a. 75% accuracy	

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
I. INFORMATION RECALL, CON'T	Student Should			
	6. Use context clues	6a. Cloze procedure	6a. Above 50 correct responses independent - 40-50 instructional 40-0 frustrational	
	7. Use of dictionary skills	7a. Teacher made tests	7a. 80-85% accuracy	
	8. Use of word attack skills (1-7 above)	8a. Otis Lennon MA test	8a. 20% of the students will master the objectives for their level of the language arts program and will also complete additional higher levels of the program in word analysis and spelling. SAT scores between 80 and 99 percentile, high grades on teacher tests and Holt tests.	8a. Those students with IQ between 120-130 above.

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
INFORMATION RECALL, CON'T			8b. 62% of the students will master 75% of the language arts program objectives for their level in word analysis and spelling. SAT scores will fall between 50th and 80th percentile, passing grades received on teacher made tests and Holt tests.	8b. Those students with IQ between 90 and 119.
			8c. 18% of the students will master the critical objectives within their level of the language art program in word analysis. and spelling. SAT scores between 1 & 30 percentile, passing grades on section of teacher made tests related to the critical ob-	8c. Those students with IQ between 70 and 89.

Appendix A-4 (Continued)

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
INFORMATION RECALL CON'T	Student Should:			Characteristics: Students who attend 90% of the time, who have no known learning disabilities, who have no known physical disabilities that will impede learning, e.g., blindness, hearing impaired, etc. Most studen will come from middle class homes. Students have a positive attitude toward school and teachers but not toward learning.
B. Know the principles governing mechanics; usage, sentence expansion, paragraph construction, grammar, spelling	1. Learn and apply principles of mechanics, usage, grammar, spelling	1a. Textbook pre and post test b. Teacher made tests	1a. 80% accuracy or better b. 80% accuracy	
	2. Write sentences using standard English principles	2/3/4a. Teacher observation	2/3/4a. 80% or better of all written paragraph composition.	
	3. Expand kernal sentences			
	4. Develop a unified paragraph			

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
II. BASIC SKILLS	STUDENT SHOULD:			
A. Be able to read with comprehension	1. Develop a working vocabulary	1-5a. IRI	1-5a Given to 18% of student population Should score 90% on their reading level.	
		b. Stanford Diagnostic test	b. 80% accuracy on appropriate level.	
	2. Recall factual information from written material			
	3. Identify main ideas and their organization.			
	4. Interpret inferences			
	5. Identify supporting details.			
	6. Follow directions	6a. Teacher observation	6a. 80% accuracy	
	7. Sequence	7a. Teacher made test	7a. 75% accuracy	

Appendix A-4 (Continued)

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
II. BASIC SKILLS	STUDENT SHOULD:			
B. Be able to express themselves clearly, think logically	1. Write sentences with gramatically complete thoughts.	1a. Teacher Tests b. Teacher observation.	1a. 80% accuracy b. 80% accuracy	
	2. Construct a unified paragraph.	2a. Teacher observations	2a. 80% accuracy on all written paragraph composition	
	3. Speak clearly and effectively	3a. Peer and teacher observation	3a. 70% or better	

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
III. SUPPORT SKILLS Work independently or in group situations where students must interact with other students on various levels of achievement	STUDENT SHOULD: 1. Do individual work independent of each other	1-8 a. Teacher observation b. Personal contact with students	1. 90-100% accuracy	
	2. Do individual work independent of teachers		2. 80% accuracy	
	3. Find and select learning materials		3. 80%-100% accuracy	
	4. Evaluate their own learning goals		4-7. 90-100% accuracy	
	5. Set purposes for reading			
	6. Organize self and thoughts			
	7. Work in small group			
	8. Develop good peer relationships		8. 80-100% accuracy	

Appendix A-4 (Continued)

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
IV. ATTITUDES	STUDENT SHOULD:			
A. Display interest in reading	1. Read books of student interest on achievement level with success and progress.	1a. Personal contact with students b. Work samples of students c. Teacher observation d. Research paper	1a-d. 75% accuracy	
B. Show concern toward verbal and written expression of his thoughts	1. Write effectively using standard English principles	1a-d Same as above	1. 75% accuracy	
	2. Speak effectively	2a-c Same as above	2. 75% accuracy	

NEED DEFINITION

CURRENT STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
I. INFORMATION RECALL	STUDENT SHOULD:			
A. Be able to use word attack skills	1. Learn sight words	1a. Dolch 220 b. Teacher observation c. Holt placement	1a-c. 80% accuracy	
	2. Apply phonics analysis	2. Teacher tests	2. 40% accuracy	
	3. Apply structural analysis	3. SRA word games	3. 40% accuracy	
	4. Increase vocabulary	4-7. Teacher tests	4. 80% accuracy	
	5. Use of visual aids as configuration clues and picture clues		5. 85% accuracy	
	6. Use context clues		6. 65% accuracy	
	7. Use dictionary skills		7. 40% accuracy (all %'s on level)	

Appendix A-4 (Continued)

NEED DEFINITION

CURRENT STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
I. INFORMATION RECALL CON'T.				
8. Know the principles governing mechanics, usages, sentence expansion, paragraph constructions, grammar, spelling	1. Learn and apply principals of usage, grammar, spelling, mechanics	1-4a. Teacher observation b. Teacher tests c. Textbook tests	1. 78% accuracy	
	2. Write sentences using standard English principles		2. 78% accuracy	
	3. Expand kernal sentence		3. 75% accuracy	Characteristics: 1. Inability to follow directions
	4. Develop a unified paragraph		4. 75% accuracy	2. No initiative 3. Visually oriented 4. Lack organization 5. Sports oriented 6. Tactile - kinesthetic oriented 7. Lack good sleep & nutrition habi 8. Lack personal discipline 9. ___% learning disabled 10. Low to middle socio-economic cla 11. Monitarily oriented 12. TV oriented rather than book ori ted 13. Lack respect for one another & other's property 14. Value what is important to them- no one else's feelings matter

Appendix A-4 (Continued)

NEED DEFINITION

CURRENT STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
I. BASIC SKILLS	STUDENT SHOULD:			
A. Be able to read with comprehension	1. Develop a working vocabulary	1-7a. Teacher observation	1. 75-80% accuracy	
	2. Recall factual information	b. Holt & basal impact	2. 75% accuracy	
	3. Identifying main ideas and their organization	c. Teacher made materials	3. 55% accuracy	
	4. Interpret inferences	d. Scholastic materials	4. 35% accuracy	
	5. Follow directions		5. 55% accuracy	
	6. Identify supporting details		6. 55% accuracy	
	7. Sequence		7. 75% accuracy	
B. Be able to express themselves clearly, think logically	1. Write sentences with gramatically complete sentences	1-3a. Teacher observation	1. 75% accuracy	
	2. Construct a unified paragraph		2. 45% accuracy	
	3. Speak clearly & effectively		3. 70% accuracy	

Appendix A-4 (Continued)

NEED DEFINITION

CURRENT STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
II. SUPPORT SKILLS	STUDENT SHOULD:			
A. Work independently or in group situations where students must interact with other students on various levels of achievement	1. Do individual work independent of each other	1-8a. Teacher observation	1. 80% accuracy	
	2. Do individual work independent of teacher	b. Personal contact with students	2. 65% accuracy	
	3. Find and select learning materials		3. 45% accuracy	
	4. Evaluate their own learning goals		4. 25% accuracy	
	5. Set purposes for reading		5. 30-40% accuracy	
	6. Organize self & thoughts		6. 12% accuracy	
	7. Work in small groups		7. 80% accuracy	
	8. Develop good peer relationships		8. 40% accuracy	

Appendix A-4 (Continued)

NEED DEFINITION

CURRENT STUDENT PERFORMANCE

DESIRED TYPES OF STUDENT PERFORMANCE	STUDENT BEHAVIORS*	MEASURES OF STUDENT BEHAVIOR	STANDARD FOR STUDENT SUCCESS	DESCRIPTION OF EXPECTED STUDENT POPULATION TO MEET STANDARDS
IV. ATTITUDES	STUDENT SHOULD:			
A. Display interest in reading	1. Read books on achievement level with success and progress	1a. Personal contact with students. b. Work samples of students c. Teacher observation d. Research reports	1a-d. 40% accuracy	
B. Show concern toward verbal and written expression of his thoughts	1. Write effectively using standard English principles	1a-d. Same as above	1a-d. 40% accuracy	
	2. Speak effectively	2a-c. Same as above.	2a-c. 40% accuracy	

Appendix A-5

Performance goals	Priority	Teacher ratings						Total points
		1	2	3	4	5	6	
A. Be able to use word attack skills	1	5	5	5	4	5	5	29
B. Know principles governing mechanics, usages, sentence expansion, paragraph construction, grammar spelling	5	5	4	3	2	4	4	22
C. Be able to read with comprehension	2	5	5	4	5	4.5	4	27.5
D. Be able to express themselves clearly, think logically.	3	5	3.5	4	5	3	4	24.5
E. Work independently or in group situations where students must interact with other students on various levels of achievement	6	4	4	4	3	2	2	19
F. Display interest in reading	7	4	3.5	3	3	2	3	18.5
G. Show concern toward verbal and written expression of his thoughts	4	4	4	3	5	3	5	24

No performance goal received a 5 rating by all teachers. The highest total achieved was 29 by 1 goal, the next highest was 27.5, while the lowest total was 18.5. The teachers seemed a little surprised at the difference in ratings among the teachers.

It was then decided to determin he discrepancies between the "desired" and "current" outcomes of the various sub-skills listed under each performance goal. The outcomes are stated in percentages of accuracy (4th column) expected or achieved by the students for each specific sub-skills as measured by the instruments or processes identified in the 3rd column. These sub-skills were listed in the 2nd column of each of the charts. The resulting charts are presented below.

Performance goals and sub-skills	desired outcomes % of accuracy	current outcomes % of accuracy	Discrepancy in percentage points
A. Be able to use word attack skills			
1. Learn sight words	100	80	20
2. Apply phonics analysis	75	40	35
3. Apply structual analysis	75	40	35
4. Increase Vocabulary	90-100	80	10-20
5. Use of visual aids and configuration clues and picture clues	75	85	10
6. Use context clues	40-50	65	15-25
7. Use dictionary skills	80-85	40	40-45

Performance goals and sub-skills	desired outcomes % of accuracy	current outcomes % of accuracy	Discrepancy in percentage points
C. Be able to read with comprehension			
1. Develop a working vocabulary	a - 90 b - 80	75 - 80	10
2. Recall factual information	a - 90 b - 80	75	10
3. Identifying main ideas and their organization	a - 90 b - 80	55	30
4. Interpret inferences	a - 90 b - 80	35	50
5. Follow directions	a - 90 b - 80	55	30
6. Identify supporting details	80	55	35
7. Sequence	75	75	---

D. Be able to express themselves clearly and logically			
1. Write complete sentences	80	75	5
2. Construct a unified paragraph	80	45	35
3. Speak clearly and effectively	70	40	35

Appendix A-5 (Continued)

Performance goals and sub-skills	desired outcomes % of accuracy	current outcomes % of accuracy	discrepancy in percentage points
E. Display interest in reading			
1. Read books	75	40	35
G. Concern for Verbal and Written expression of his thoughts			
1. Write effectively using	75	40	35
2. Speak effectively	75	40	35
B. Know the principles governing mechanics, usages, sentence expansion, paragraph constructions, grammar, spelling			
1. Learn and apply principles	80	78	2
2. Write sentences using standard English principles	80	78	2
3. Expand kernal sentences	80	75	5
4. Develop a unified paragraph	80	75	5

Performance goals and sub-skills	desired outcomes % of students	current outcomes % of students	discrepancy
E. Work independently or in group situations where students must interact with other students on various levels of achievement			
1. Do individual work independent of each other	90-100	80	15
2. Do individual work independent of teacher	80	65	15
3. Find and select learning materials	80-100	45	45
4. Evaluate own learning goals	90-100	25	70
5. Set purposes for reading	90-100	30-40	60
6. Organize self and thoughts	90-100	12	80
7. Work in small groups	90-100	80	15
8. Develop good peer relationships	80-100	40	45

Appendix A-6

NEED DEFINITION

PSIP SCHOOL ONE
DETAILED STUDENT NEEDS STATEMENT 2/17/77

PRIORITY OF STUDENT NEEDS

Students affected:

a. Those students having an I.Q. of 80-101. This encompases approximately 1/3 of the student population. We consider these students as low or low average students.

b. At a later date we would like to devote time to those students defined as under-achievers.

Cause of Problem:

a. Lack of ability to develop good peer relationships which is inherent in the middle school child.
b. A portion of the community takes a negative attitude toward education.
c. Lack of an understanding of success and the need to experience success.
d. LACK OF MULTI-SENSORY, MULTI-MEDIA MATERIALS. Need for consumable materials.
e. Students have an inflated achievement evaluation upon arrival to middle school.
f. Need to have ongoing development in the basic skills areas.
g. Students begin middle school without adequate developmental program in auditory, motor, perceptual training.

Problem:

Because of the lack of sufficient materials and parental motivation we find it difficult to bring the students to their reading and writing expectancy level.
Specific items:

a. Inability to decode words using phonics, structural analysis and the dictionary.
b. Develop comprehension in the following areas: inferences, following directions, main ideas, organization and supporting details.
c. Inability to develop a unified and coherent paragraph.
d. Students need to develop an interest in reading.
e. Students need encouragement and practice in writing and speaking English using standard English principles throughout the school curriculum.

PRIORITY OF STUDENT NEEDS

Problem (Continued)

f. Student has difficulty in organizing himself and thoughts, specifically in setting a purpose for reading, finding and selecting materials, and evaluating their own learning goals.
g. Students need to develop good peer relationships.
h. Students need to develop good citizenship qualities.

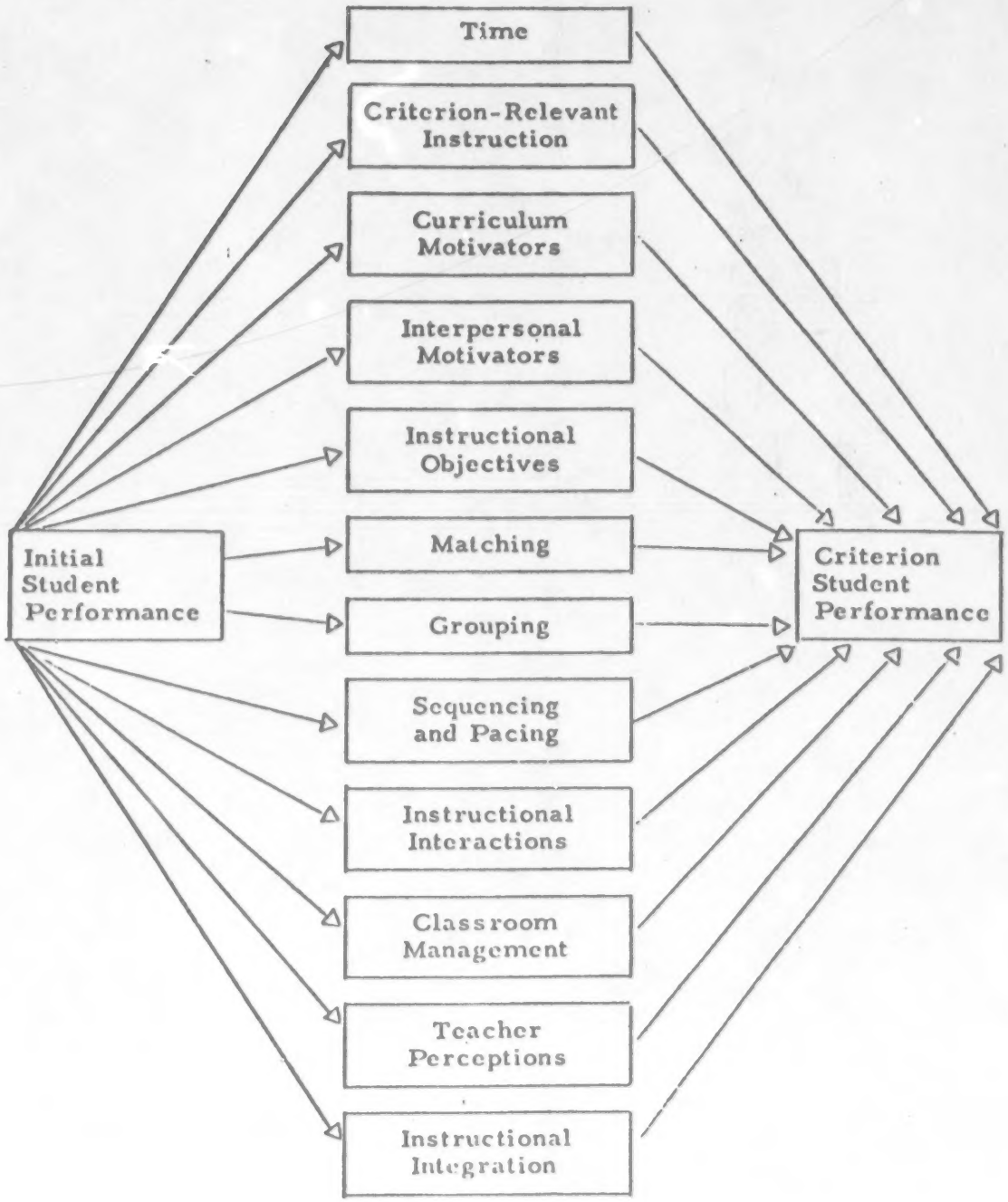
Goal for Improvement:

a. Better diagnostic picture of our students' weaknesses and learning modalities.
b. Access or acquisition of necessary multi-sensory, multi-media materials and aides to accommodate student needs and modalities.
c. Parent involvement in a student aid program.
d. Access to new measurable motivational techniques that could be integrated into the classroom.
e. Students having an I.Q. of 80-101 would show a measurable improvement in word attack, comprehension, composition, expression, mechanics, usage and grammar.
f. Students would develop an awareness of self-direction.

APPENDIX B
SCHOOL ONE DATA
PROGRAM ANALYSES

Chart #2

Model of Classroom Variables



Appendix B-2

Variables Selected by School One LAT

VARIABLE	VOTE YES	VOTE NO	MORE INFORMATION DESIRED
1. Time	4	1	
2. Criterion relevant instruction	5	0	
3. Interpersonal motivators	1	4	X
4. Curriculum motivators	5	0	
5. Instructional objectives	5	0	
6. Matching	5	0	
7. Grouping	5	0	
8. Sequence/pairing	5	0	
9. Instructional interactions	1	4	X
10. Classroom management	1	4	X
11. Teacher perceptions	5	0	
12. Instructional integration	5	0	
Additional Processes			
13. Student perceptions	5	0	

The LAT concensus was to further study the ten (10) variables voted on in the above list.

Appendix B-3

SCHOOL ONE TEACHER QUESTIONNAIRE

Please check your subject area:

Math _____

Social Studies _____

Science _____

Other _____

Please mark the response that best indicates your feelings. If you would like to elaborate on any of your responses, feel free to do so on the reverse side of the page.

Do not write your name on this questionnaire or identify yourself in any way. Please return the completed questionnaire to _____ by _____.

Thank you very much for your cooperation.

1. Is there an overall plan that specifies the language arts skills to be taught at each grade level at School One?

   Yes No Not sure

2. To what extent are you familiar with the language arts program at RAMS?

   Not at all To a great extent
   1 2 3 4 5

3. To what extent are activities in your subject area coordinated with the language arts program?

   Not at all To a great extent
   1 2 3 4 5

4. How important to the teaching of your subject area is a student's ability to read with comprehension?

   Not important Very important
   1 2 3 4 5

5. In general, to what extent are School One students able to read with comprehension the instructional materials used in your subject area?

   Not at all To a great extent
   1 2 3 4 5

Appendix B-3 (Continued)

SCHOOL ONE STUDENT QUESTIONNAIRE (ENGLISH)

Please check your grade:

6th _____
7th _____
8th _____

Please check your sex:

Male _____
Female _____

The purpose of this questionnaire is to get your feelings about the English program at **School One. Your answers will be used to help identify parts of the program that might be changed or improved.**

This is not a test. There are no right or wrong answers. Do not write your name on this questionnaire or identify yourself in any way. No one will know who filled out this questionnaire.

Please circle the choice that best indicates your feelings. Circle only one choice for each question.

1. How important to you is English compared to other subjects?

   More important About the same Less important

2. How important does English seem to be in this school compared to other subjects?

   More important About the same Less important

3. Do the tests in English cover the things you were taught in class?

   Almost always Some of the time Not often

4. How much do you like the materials used in the English program compared with the materials used in other subjects in this school?

   More than others About the same Less than others

5. How interesting are the things you read in English classes?

   Very interesting Interesting Not interesting

6. How well did your instruction in English in earlier grades prepare you for the instruction you are now getting?

   Very well Fairly well Not well

Appendix B-3 (Continued)

SCHOOL ONE STUDENT QUESTIONNAIRE (READING)

Please check your grade:

6th _____
7th _____
8th _____

Please check your sex:

Male _____
Female _____

The purpose of this questionnaire is to get your feelings about the reading program at School One. Your answers will be used to help identify parts of the program that might be changed or improved.

This is not a test. There are no right or wrong answers. Do not write your name on this questionnaire or identify yourself in any way. No one will know who filled out this questionnaire.

Please circle the choice that best indicates your feelings. Circle only one choice for each question.

1. How important to you is reading compared to other subjects?

   More important About the same Less important

2. How important does reading seem to be in this school compared to other subjects?

   More important About the same Less important

3. Do the tests in reading cover the things you were taught in class?

   Almost always Some of the time Not often

4. How much do you like the materials used in the reading program compared with the materials used in other subjects in this school?

   More than others About the same Less than others

5. How interesting are the things you read in reading classes?

   Very interesting Interesting Not interesting

6. How well did your instruction in reading in earlier grades prepare you for the instruction you are now getting?

   Very well Fairly well Not well

Appendix B-3 (Continued)

SCHOOL ONE LANGUAGE ARTS TEACHER INTERVIEW/QUESTIONNAIRE

Subject Area: _____

Grades taught: _____

Interviewer's name: _____

Date: _____

1. In general, is the time available for instruction adequate for you to cover all the material that you feel should be covered?

Never				Always
1	2	3	4	5

2. To what extent is student absenteeism a problem in your classes?

No problem (Almost all students present every day)				Major problem (At least 15% absent every day)
1	2	3	4	5

3. How familiar are you with the reading/English items on the Stanford Achievement Test administered at the end of grade 8?

	Not familiar			Very familiar
	1	2	3	4	5
Read		X	X		X
English		X	X		X

4. To what extent does the Stanford Achievement Test include items that are covered in instruction in your classes? That is, how good is the match between what the SAT measures and what you teach?

No match				Close match
1	2	3	4	5

Read
English

Appendix B-4

Variable Definitions

Time. Time refers to the total time made available for instruction in all subject-matter areas, the time available for reading (math) instruction, and the time students spend attending to the instruction provided.

Criterion-Relevant Instruction. Refers to the amount of overlap between measures of student achievement and the instruction provided. That is, to what extent are students taught the material on which they are tested?

Curriculum Motivators. Refers to aspects of the curriculum that support and encourage student learning. These aspects include interest, variety, and speed of feedback on performance.

Interpersonal Motivators. Refers to those aspects of teaching behavior (other than explicit instruction) that support and encourage student learning. These aspects include the extent to which the teacher promotes peer tutoring and student self-management, uses verbal and nonverbal reinforcement, and is aware of and sensitive to student interests and needs.

Instructional Objectives. Refers to the specificity and clarity of the goals of instruction, the degree to which curriculum materials match the objectives, and the frequency with which new objectives are presented.

Matching. Refers to the procedures used to assign students to specific curriculum materials, the ease and frequency with which students and materials are matched, and the extent to which students are assigned to materials suited to their abilities and needs.

Grouping. Refers to the number and size of groups in which students receive instruction and the frequency with which regrouping occurs.

Sequencing. Refers to the clarity of the sequence of instruction and the ease with which the sequence can be modified when necessary. Pacing refers to the extent to which students progress through the sequence at an appropriate pace.

Instructional Interactions. Refers to the extent to which the teacher and students interact on matters directly related to reading (math) instruction, the number of students with whom the teacher generally interacts, and the degree to which students participate in interactions with the teacher that concern instructional matters.

Classroom Management. Refers to certain aspects of the organization of the classroom environment and the people in it. These aspects include control of disruptive student behavior, organization of materials and equipment, and scheduling of staff activities.

Teacher Perceptions. Refers to the attitudes of teachers concerning the relative importance of different goals of schooling, the roles or means that should be used to achieve these goals, and the competencies and skills needed to help students reach these goals.

Instructional Integration. Refers to the extent to which reading (math) instruction reinforces and builds on previous instruction, relates to ongoing instructional activities in other subject-matter areas, and prepares students for instruction in later grades.

Appendix B-5

SUMMARY OF TEACHER-STUDENT SURVEY DATA

4/13/77

SCHOOL ONE

FIRST DRAFT BY S.A.T.

1. Time:

Consensus seems to be that the amount of time scheduled is adequate but there seems to be a problem in how it is scheduled (9 week cycle). Most students felt the time allotted for reading and English is about right so the time variable seems not to be a problem. However, about 25-35% of 7th and 8th grade English students felt there may be too much time provided. This result should be viewed in conjunction with results for the curriculum motivators variable which show a comparable number of these students also tend to feel the English materials are uninteresting. The feeling of too much time may result from boredom.

2. Criterion-Relevant Instruction:

Survey would seem to indicate that as a group, the teachers are not as familiar with the S.A.T. as they might be. There also seem to be a question as to whether the S.A.T. tests what is being taught.

3. Curriculum Motivators:

In regard to how interesting the materials are to students, teachers generally feel that they are slightly above average in interest, however, students find the materials slightly below average in interest.

Survey suggests that the teachers used a wide variety of instructional modes. A variety of patterns is utilized within the modes.

The turn around time between completing one assignment and having it returned is relatively short.

4. Instructional Objectives:

Survey suggests that there are both specific and general objectives which are considered to be precisely stated. However, for some reason not stated, it seems to be necessary to modify these objectives (daily).

Students' responses confirm the opinion of the teachers in regard to their being aware of the objectives or purpose of instruction. With the students being somewhat more positive.

4. Instructional Objectives (Continued):

Responses indicate that the teachers' perceptions of the degree to which the materials match the objective varies considerably. All teachers indicate that they need to create new materials or modify at least every other day to teach objectives.

5. Matching:

Original placement is based on the end of the previous year's work. New level of placement appears to be based on teacher-made tests. Apparently little use is made of the curriculum tests and standardized tests for placement.

Teachers seem to feel that there is an above average match between materials and student abilities, and needs, and this match is relatively easy to achieve; approximately 25% of the students, however, indicate the material is too easy or too hard.

In regard to student assignments, reading teachers tend to differentiate assignments while English teachers tend toward group assignments.

All teachers test at least once per week. Students feel that these tests cover the material taught. Teachers use these test results for a variety of purposes but primarily for grading and diagnosis and placement. Less use of made of results for assigning specific materials.

6. Groupings:

Survey suggests extensive use of grouping. All teachers use small group instruction with reading teachers using it at least once a week. English teachers use grouping less frequently. Regrouping appears to occur quite frequently, in most cases at least once per week. In response to a question dealing with individual attention, 40-50% of the students felt that they were getting enough individual attention "some of the time," while only 1/3 felt that they "almost always" get enough.

7. Sequencing and Pacing:

All teachers follow a sequence they have developed based on the built in curriculum sequence. It would appear that the materials have a satisfactory sequence but seem to lack either sufficient amounts or the variety of material needed to achieve the objectives of the sequence. The need to supplement the materials confirms this.

The data regarding self-pacing are unclear. 25-30% of the students, however, feel that the pace is either too fast or too slow. Among students for whom the pacing is not right; more reading students felt the pace was too slow, while more English students felt the pace was too fast.

8. Teacher Perceptions:

Five of the six language arts teachers considered the mastery of basic skills as the most important goal with understanding and appreciation of one's self second. The other teachers in the school are in agreement with this viewpoint. On the other hand, only 25-30% of the students feel that language arts is the most important subject area and about 10% consider it of least importance.

In keeping with the teacher consensus stated above, it is felt that language arts instruction is emphasized in the school.

9. Instructional Integration:

There appears to be a lack of a conscious effort to integrate language arts with the other subject areas of the school, and also with the language arts objectives of the sending and receiving schools.

Other teachers feel that mastery of basic language arts skills is very important to the learning process in their respective fields. They are of the opinion that currently the students lack the reading comprehension necessary to achieve in a satisfactory manner.

There appears to be a need for the other teachers to become more familiar with the objectives of the language arts department so that a greater degree of coordination might take place.

10. Library:

There is a general consensus among the language arts teachers that the materials in the library are inappropriate for middle school students. The other teachers tend to feel the same way but not as strongly. Judging from the student responses, they are not attracted to the library to the degree one might consider desirable, which would suggest the materials are neither interesting nor helpful.

A Systematic Consolidation of Information, Gathered to Date, on Program Possibilities for Discussion: One Perspective

Holt Series, EPIE Evaluation:

The EPIE Evaluation of the Holt series makes it sound very well tailored to the expressed needs and criteria of School One. For example, the method is a total language approach with heavy emphasis on phonics. The evaluation emphasis is decoding and comprehension. The classroom management system is a well-organized one and individualization is possible to meet the needs of the less able student. (Brief summaries of EPIE and total reports of EPIE and teacher evaluation reports are attached.)

Reading Clinic:

However, you will recall, the Synthesis of the Research in Basic Skills reveals that effectiveness of any basal program is increased by the addition of another system. (This could mean, for example, adding to the Holt basal modules in phonics instruction or linguistics.) Since the School One program is not beginning Reading nor simply Reading, but an integrated language arts, logic would suggest any additional Reading skills instructional materials or systems should be a part of the clinic and its program. The two areas of decoding and comprehension could be attacked in a concentrated, highly individualized fashion.

For the total language arts program, one innovation is PDE's Comprehensive Reading Communication Arts Program with its four critical areas of emphasis. This probably should be considered by the LAT, as a second given,

along with the reading clinic. Its primary purpose is to create a climate where reading is the thing to do (one of the effective strategies identified in the Synthesis) and to provide practice in doing it. Both practice and attitude toward reading have been identified by the LAT as important.

With these two program elements having taken care of (or at least attended, to a degree) three of our several variables (practice, reading climate, and decoding/comprehension for reading-deficient students) we can concentrate more readily on the other dimensions. Of course, isolating the clinic from the rest of the language arts/reading solution search doesn't solve the clinic's probable need for materials. However, it is a more focused need, easier to meet.

Management Systems/Reading Materials

Having isolated some of the variables, we now can identify 3 categories of other elements, from needs and criteria, to which we should attend.

1. One category is the management system. Under this, elements mentioned by the LAT have been pacing, record keeping, and grouping. Related to the management system because it can be affected by how students' programs are manipulated is another concern, peer relationships.

The EPIE analysis, while it is highly supportive of the organization of the program indicates in its comment that it "requires a good deal of teacher time keeping track of student progress."

Clearly the developers intend that for effective implementation, the program requires full implementation of the prescribed management system. Therefore, the intrinsic analysis should examine the management system to determine how essential it is or what elements appear to be

essential to effectiveness, and how the concerns of the LAT: pacing, recordkeeping, peer relationships and grouping are related to that system.[1]

2. Another category of elements is instructional events. The EPIE report suggests that multi-media are available in the Holt series. Apparently they are not currently available to the School One staff. What is available or what could be obtained to meet the multi-media need expressed by the LAT (to accommodate learning style) should be examined for possible program supplementation.

The probable interest of both reading content and activities to this student population should be adjudged. The practice in writing and speaking included in this program or its potential for such inclusion should be a part of the analysis.

3. The third category of elements fall under the structure construct. That includes dimensions that would naturally be examined in an intrinsic analysis; anyway, such as the entire testing system: placement or diagnostic testing and the match of materials to test. It includes also the integration of Reading/language arts and the sequencing/mastery criterion for progression and School One definition of functional literacy. Competence in speaking, writing and comprehending Reading would require an adequate supply of supplementary Reading and library materials. This would also be demanded by the PDE Reading/communication arts plan.

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[1]Dr. Harrison has learned from the Holt representative that a new management system is being developed. That, too, will be analyzed as soon as it is obtained.

Summary:

1. The Reading Clinic and Comprehensive Reading Communication Arts Program of the PDE might be taken as given to meet the reading skills problems of the 80-101 IQ students and to create a "reading climate" and provide practice in reading.

2. Individualized supplementary materials may be needed for this and additional low reading level-high interest level books will be needed for the library and the classrooms. Possibly RISE can locate these.

3. Pacing, record keeping and grouping and the old and new management systems of the Holt series should be examined, as well as the degree to which the system could affect peer relationships.

4. Multi-media approaches to language arts, both Holt and others (such as supplementary media packages) should be looked at to determine their appropriateness and fit.

5. Finally, the testing system and sequencing of the Holt program need to be examined. The evaluation system reportedly is excellent (EPIE) but this judgement will be confirmed or denied when the tests are made available.

School One Holt, Rinehart & Winston

Holt Basic Reading System

EPIE Evaluation

Instructional Events

Method - heavy phonics with other "total language approach" elements
Some reading in content areas (which builds skills relevant in middle schools especially)
Workbook exercises and supplemental readers.
Word attack and word analysis skills emphasized.

Motivators

(Check on whether school uses supplemental individualized Satellite Books)
Some children's literature in reading content.
Some multi-media Materials available.
Enrichment--filmstrips; shape and word games.

Structure

Progress checks, placement inventories, record forms with lists of skill objectives for student profiles, pretests (middle grades) (all 3 major elements)
Student may enter sequence anywhere.
Emphasis in evaluation is decoding and comprehension, well organized classroom management system demanded.

Reading

Teacher evaluation from An Evaluation of Instructional Materials

Holt, Rinehart and Winston

Instructional Events

Provisions for individualization, well organized teachers Manual for planning well balanced program: lack materials in scope and quantity necessary for implementation of programs.

Motivators

High student interest in materials
appealing art work
student evaluation

Structure

Non-graded for individual instruction . Evaluation procedures excellent. Includes diagnostic, placement, achievement and criteria referenced tests.

Opportunity

Product Description

Curriculum Role. Basic reading program. K-6.

Students. General audience.

Instructional Approach. Eclectic: basal reader with heavy phonics emphasis, plus other aspects of a "total language approach" for enrichment and follow-up and supplemental books for individualized reading (see *Satellite Books*).

Components. Basic Core Program. Levels 1-8 (readiness – Grade 3): student reader, workbook for each reader with teacher edition for each level, plus teacher manual, *Reading in the Primary Grades*. Levels 9-15 o Core Program: two readiness books, four preprimers (paperbacks), primer, first reader, and two readers each for Grades 2-6; workbook for each reader with a teacher edition; practice exercises (duplicating masters) for prescriptive lessons; two teacher manuals, one for primary and one for middle grades plus an index of skills and materials for each level o Tutorial kit also available for Grade 1 (Programed word analysis and comprehension books with tutor's guide). Nonbook materials: enrichment filmstrips with records; phonic records; *Holt Reading Kit* (manipulables; words, pictures, stories on plastic with lightscreen, looseleaf word books, and a set of shape and word games/stimulus materials), for Levels 1-8 o Correlative materials: see *Satelite Books* o Evaluation: progress checks (pre/cost tests on duplicating masters) for each reader workbook title, plus teacher guides: placement inventory and teacher guide: record-keeping forms with lists of skill objectives for child profiles: in middle grades, pretests are included to assess student status relative to unit objectives.

Instructional Design

Objectives and Scope. Program objectives are specified in terms of student behaviors, conditions, and levels of expectation. After an opening stress on kinesthetic and other preceptual-motor skills and expressive language, the main categories of reading objectives are: phonology, morphology, syntax, semantics, rhetoric, interpretation, study skills, and (beyond the primary grades) rhetoric and literary skills. Textual content appears to be equally divided between that written for the readers and selections adapted from children's literature and other sources including some reading in content areas.

Sequence. The instructional sequence is built into the materials, although the teacher is given leeway on where individual children enter into it. Main categories of objectives are dealt with throughout the series.

Methodology. This is a standard basal approach focused on successive selections within student texts followed up by workbook exercises and a variety of activities including supplemental readers. There is an emphasis on the development of work attack and word analysis skills throughout, both in connection with the reading selections and in separate activities. Some multimedia materials are available to use with the series, such as sound filmstrips, but most of these are alternative ways of presenting printed shapes, letters, and words.

Evaluation. Record-Keeping. The diagnostic and evaluation procedures needed to use this series are pretty well spelled out and cover the authors' main objectives. Again, the emphasis of evaluation is on decoding and comprehension skills.

EPIEcomment

The EPIE Analysts found this to be a rather comprehensive, standard approach to the teaching of reading, one which requires a well-organized classroom management system and a good deal of teacher time keeping track of student progress.

BASIC READING — **Holt, Rinehart and Winston**

Multi-Graded

One teacher was interviewed about her use of the Holt Basic Reading System. The teacher said that the Holt Basic Reading System was an excellent approach to reading. She felt that the series had a basic basal approach, but combined characteristics of individualized, linguistic and language experience approaches. She was very pleased with the series. One strength of the material was that each teacher could use the series in her own way. The teacher felt that the goals of the series were met extremely well, particularly when one considered the interests and abilities of all children.

The teacher felt that the series had an adequate scope and sequence of skills. The series started out by convincing the students that they needed to like reading. While they were convincing, they were also teaching the basic skills. By the time a student liked reading, he has learned the basic skills that he needed to begin reading. The art work as well as the format have a wide appeal to all students. This teacher felt that skill organization was one example of the logical, easy to follow way that the materials were organized.

Since the program was organized in a nongraded way using designated levels, each child read at his own level. Most students found the material interesting. Most of them could relate easily to the stories and activities. Because of this they were motivated to read more. The teacher believed that this was one of the program's strengths. She also said the flexibility of the program and the provisions for individualization were strengths.

The teacher's manual to the Holt Basic Reading Series provided very well for the different language arts areas. Material which integrated the various language arts areas of study was seen as a real asset. In the manual activities and skills were divided into groups by the different learning modalities. The teacher was then able to look up the activity under the heading and plan a well balanced program. The manual was well organized, clear and easy to follow. This also allowed her to prescribe to individual student's needs.

The teacher was very happy with the related materials. She described them as being fantastic. She said that she and the other teachers were all completely sold on the supplementary materials including the teacher's manual.

The evaluation procedures were rated as excellent. This series included diagnostic, placement, achievement, and criteria reference tests. Since the school where the series was used did not use tests, not all of the tests were used, and could not be rated.

In summary, the Holt Basic Reading series was well written to meet the needs of all children. It is a stimulating series for children that builds their interest in reading and is versatile enough to be used in any classroom.

Teacher Evaluator:	School:	District:
Barbara Schubert	Sherman Oaks	Campbell Union

Supplement to Analysis Instruments

Questions specifically identified in preliminary analysis:

1. How essential is the management system?

Probably, under School One circumstances, it would be better for the LAT to adopt its own or another management system. The apparent inadequacy of the old system led to a new one for the 1977 edition. Since the student materials also were revised and different stories used (at least one in each unit), it would not seem feasible to attempt to combine the new system with the old texts.

The complexity of the program makes it not an easy one to manage, but because of the separation into four categories of learning and the specificity of objectives, teacher props, etc., it could be a good basal language arts program for this middle school level which could be managed quite well without all components of the system. The management program teacher's guide (which can be purchased separately), and possibly the unit tests, would be helpful to use as models or maps of the program.

2. Multi-media adequacy. While these were not obtained, references to them and their content (records, etc.) indicates that they would not serve the purpose expressed by the LAT. They do not serve as an alternate mode of learning but rather as an enrichment of the reading program. For other media that present alternative means of learning language skills, tapes, records and filmstrips should relate to the explicit objectives rather than simply for enjoyment of literature.

3. Practice in writing and speaking. The Holt series does not provide any substantial practice in speaking. There are suggestions for discussions dramatizations, etc. There are also writing objectives that are inferred, expressed as teacher directions, etc., but not tested. It must be concluded that objectives for writing and speaking are not structured and taught explicitly but are incidental to the reading/grammar emphasis of the expressed objectives.

4. Interest level. The Holt series may be too concentratedly what the developers believe students <u>should</u> be interested in.* While there are many interesting stories and poems, the overall sense one gets in thumbing through the selections is that it is quite literary and arty and that the books listed at the end of each unit are more of the same. Yet there are some simple impretentious children's stories also.

The opportunity provided by a reading clinic would be to supply a variety of books, ranging from comic-type books to sports, mystery stories and animal stories, to newspapers and news magazines for the clinic and also for the library and classroom supplementary reading materials. Tapes could be made from them to use to get students interested in the reading materials.

5. Integration of reading, language arts. This is an integrated program in reading, language arts but the emphasis at this middle school level is on comprehension in reading rather than decoding-encoding, although they are still objectives primarily in spelling, syllabification, etc., listed under the decoding-encoding category.

6. Peer relationships - grouping. There are frequent opportunities provided (and reminders to the teacher to take advantage of them) for students to work together in twos or in small groups. Additionally, the grouping for instructional remediation or supplementation is flexible, based on mastery of objectives.

*Use of additional materials (other than Holt) would have the following advantages:

1. It would allow greater flexibility and more precise matching of the interests of the target population. It can be assumed that the Holt supplementary materials would suit a broader population than those School One is particularly concerned about. (Supplementation for the other students, perhaps through library purchases, could be provided when more funds are available).

2. It would help prevent being "locked into" the Holt series. Management beyond the core could be tied closely into the PDE program and establishment of a resource pool for that program could be started with the book selections primarily for 80 - 101 IQ students.

APPENDIX C
SELECTION
REFERENCES

Appendix C-1

CRITERIA FOR SELECTION OF SCHOOL ONE LAT

1. Validity and Quality:

   Validity and quality of authorship. Is philosophy of program professed or carried out in program?

   Outside supplemental materials to be used.
   Have to be statistically valid.

2. Realistic:

   Program must be realistic - students, physical restrictions staff, materials
   Program must relate to student needs identified
   Pupil teacher ratio, paraprofessionals
   Appropriate individual attention and immediate reinforcement of success
   Outcomes: Must be specific as far as basic areas to be covered

3. Materials:

   Appropriate levels, variety, flexibility, related activites, quality
   Does the program allow students to interact freely with students in other ability groups?
   Inclusion of motivational devices or techniques, multi-media, multi-sensory materials that consider the individual for various types of grouping.
   Eclectic, flexible program that considers a wide ability range
   Program must be flexible
   Materials, A.V. - enough to be used the way intended, must be interesting to **School One students, appropriate to rural, white** not inner-city, middle school age, materials must be durable.
   Can they really use them, touch, feel, practice.
   Supplementary materials for students who need more.
   Are materials consumable for student use?
   English skills that are leveled with pre and post tests as are reading materials

4. Teacher Orientation:

   Allowance for teacher creativity and flexibility
   Training: is material so useable that everyone will use it appropriately?
   Is there a check to make sure?
   Is there teacher training or inservice necessary for implementations of this program?

5. Diagnosis:

   Levels - grouping: entering test must be valid.
   Individualized so that students aren't locked in.
   Variety - modality - suited to appropriate - best learning modality

5. Con't.

Testing, validity - really measure proficiency
Can students write on materials
Fair tests - frequent pre-post
Assessment - easily graded tests whether are decide on pre-progress - post exams - time given for all groups to decide on success
Are there pre/post testing materials?
Provision for diagnostic and mastery evaluation.
Learning modalities

6. Developmental:

Definite sequence of skills to be labeled, etc.
Sequential development
Sequence - successful outcomes. Can we be assured student will move along? Guidelines clearly stated that allow students to build on success.
Are the objectives clearly stated for both the teacher and the student

7. Record keeping:

Will it be manageable? Durable?
Is a checklist provided so that student progress can be seen easily?
Evaluation techniques - on going - record keeping
Accountability for student progress

Appendix C-2 LIST OF OUTCOMES

A - Systematic Progress in Reading and Literature (SPIRAL)

B - Individualized Language Arts: Diagnosis, Prescription and Evaluation

C - Teams Games Tournament (TGT)

D - Wisconsin Design for Reading Skills Development (WDRSD)

E - Wisconsin Design for Reading Skills Development (WDRSD) Self Directed

F - Individualized Prescribed Instruction in Reading

G - Reading/English Rotation Project

H - PEGASUS-PACE: Continuous Progress Reading Program

I - Pupils Advancing in Learning (PAL)

J - Project R-3

K - Project Reading Improvement

L - Improvement of Basic Reading Skills

M - Reading Improvement Program - Secondary Schools Reading Laboratory

N - Improving Achievement (Reading) Through Use of Teachers and Teacher Aides

O - Systems Approach to Individualized Instruction (SAII)

P - Reading Laboratories

Q - Reading Project

R - Remedial Reading (Title I)

S - Exemplary Center for Reading Instruction (ECRI)

T - Project Catch Up - Keep Up

U - System for Objective-Based Assessment of Reading

V - SWRL Proficiency Verification System

W - Blending Sounds Parent Teaching Package

X - Sound Symbol Parent Teaching Package

Y - Vocabulary Building Parent Teaching Package

Z - Diagnostic and Prescriptive Reading Instruction Program (DPRI)

AA - Achievement Competence Training (ACT)

BB - High Intensity Tutoring Project

CC - Interdisciplinary Faculty Teaming Workshop

APPENDIX D
SAT GUIDELINES FOR REVISION OF SCHOOL ONE LANGUAGE ARTS COURSE

THE REVISED SCHOOL ONE INTEGRATED COMPREHENSIVE LANGUAGE ARTS COURSE DESCRIPTION

The purpcse of developing and updating the Language Arts Program is to provide a current statement of the critical sequential objectives. The program should be developed by the total department and accepted by the department as the agreed upon course description. The SAT views the task as having two phases. The first phase will include: the development of objectives for the major skill areas in a developmental sequential pattern. It should also include a description of the specific skills under each major area and mastery criteria keyed to the objectives.

The second phase would involve both the LAT and SAT. The task would be to begin Selection II and include: identifying the following factors for a management system:

1. Materials keyed to objectives
2. Student folders
3. Student checklists
4. Direct teaching to major concepts
5. Gradebooks
6. Exposure of skill to all students and selected exposure to some students
7. Holt tests
8. Planned introduction

The Language Arts Department has agreed to develop a comprehensive course description. In order to facilitate this process, the SAT has developed the following narrative that may be used as a guide. In addition, a list of resources where data can be drawn from is also provided as a guide.

COMMENTS ON AND EXAMPLES OF CONTENT SEQUENCES

The enclosed diagrams are not intended to be prescriptive either in terms of format or of the sequence shown. They are included only to illustrate possible ways of indicating sequence and to suggest that sequencing should be considered when outlining the curriculum. The LAT might well decide that sequencing the ten skill areas is not realistic. However, they may wish to sequence topics or units of work within or across the ten areas. The format used in Diagrams I and II, can be used with units or topics as well as with areas. In reviewing the curriculum the LAT should consider what units, topics, or areas are prerequisites to other units, topics, or areas and reflect these relationships in their hierarchy of topics, units, or areas. In addition to content prerequisites, the LAT may wish to consider some uniformity in the sequence of topics because of the grading practices concerning the rising or falling of marks prior to the end of the marking period. On the other hand, the LAT may wish to build in some planned variations in the sequencing of topics, because of the number of materials available for a given topic.

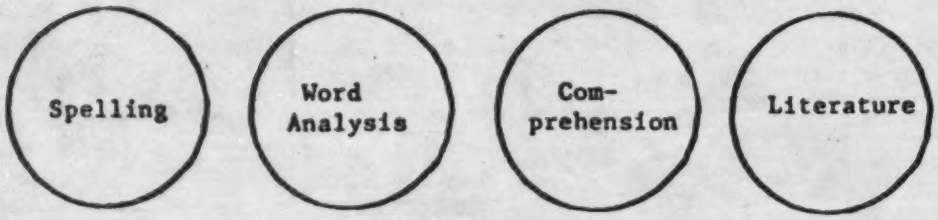
The plans for sequence should also reflect grade or level prerequisites. Will it be assumed that Literature 6, or Literature Level I is a prerequisite for Literature 7 or Literature Level II?

In Diagram I, four of the areas are considered to be taught on a regular basis -- daily or weekly. The remaining six areas are taught in a prescribed sequence shown at the bottom of the page.

In Diagram II, it is still assumed that the same four topics will be taught throughout the school year. However, the sequence shown for the

remaining six areas allows for some flexibility. Discussion and organization skills may be taught in either order, but both must be taught prior to the remaining four areas. Sentence structure must be taught prior to paragraph construction.

Topics taught daily or weekly throughout the school year



Topics taught in sequence

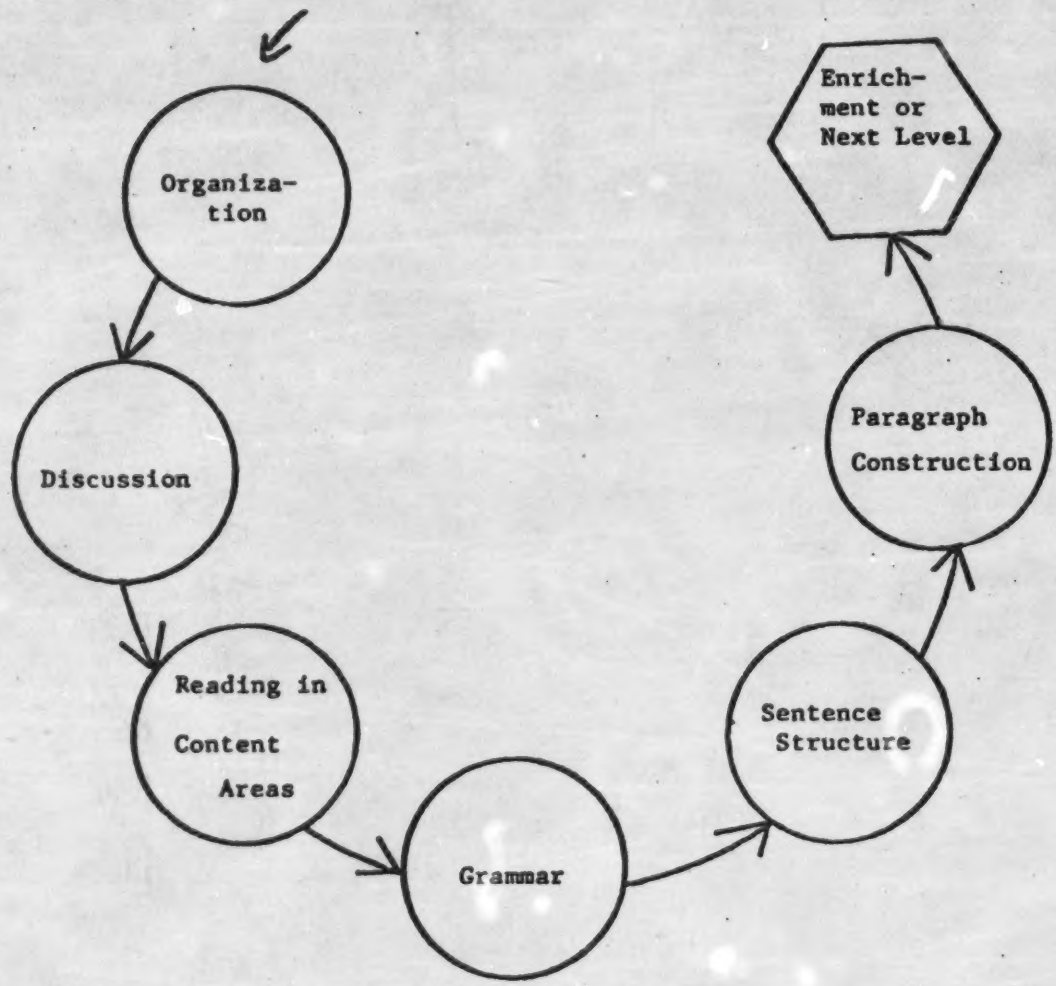


Diagram I

Topics taught daily or weekly throughout the school year

Spelling

Word Analysis

Comprehension

Literature

Topics taught in sequence

Discussion

Organization

Grammar

Reading in Content Areas

Sentence Structure

Paragraph Construction

Enrichment or next level

126

127

Diagram II

ORGANIZATION OF THE SEQUENCE OF EVENTS

Common objectives should be written for all the major skill areas. Within each skill area these objectives should be organized on a continuum from lowest level to the highest level of a learning heirarchy. Some objectives will fall into the category of a basic fact or very simple concept, perhaps learned by rote, i.e., definition of a sentence. Other objectives within the same skill area would reflect a higher level of learning, such as differences among several kinds of sentences. An even higher level of objectives would address the deep structure of complex sentences. The objectives should cluster into several levels so that each of the major skill areas will include objectives at the basic fact level, learning of rules or "laws" necessary for mastery in a major skill area, application of these rules and finally transfer of competency in each major skill area to new situations.

For instance, under spelling, an objective at the basic fact level could be for a student to:

1. identify a prefix
2. specify the definition of a prefix

The next level of objectives on prefixes could be:

1. the student can verbalize the rules of usage for prefixes
2. the student can change the meaning of a word by adding the right prefix

The transfer of mastery could be indicated by an objective that says:

1. the student uses knowledge of prefixes to decode unfamiliar words in newspapers, magazines, etc.
2. the student uses prefixes when writing answers to questions on tests

The following resources are available to the LAT as they develop the Language Arts Program:

1. The course description developed four years ago.
2. The Holt series - scope and sequence.
3. The scope and sequence from any standardized English text presently being used.
4. The Language Arts Program Description by teams, developed by PSIP.
5. The Desired Student Performance Charts developed by PSIP.
6. The SAT's comments and observations on the Program Description by teams.
7. Dr. Weigert's observations and comments.
8. Any other Reading or English texts or supplementary material available as well as teacher-made materials.

The SAT anticipates that the product of this Phase I effort will be a document which, at a minimum, describes in a sequential manner the objectives to be taught by grade/group level for each of the ten critical skills areas. Eventually, the course description will include:

..objectives

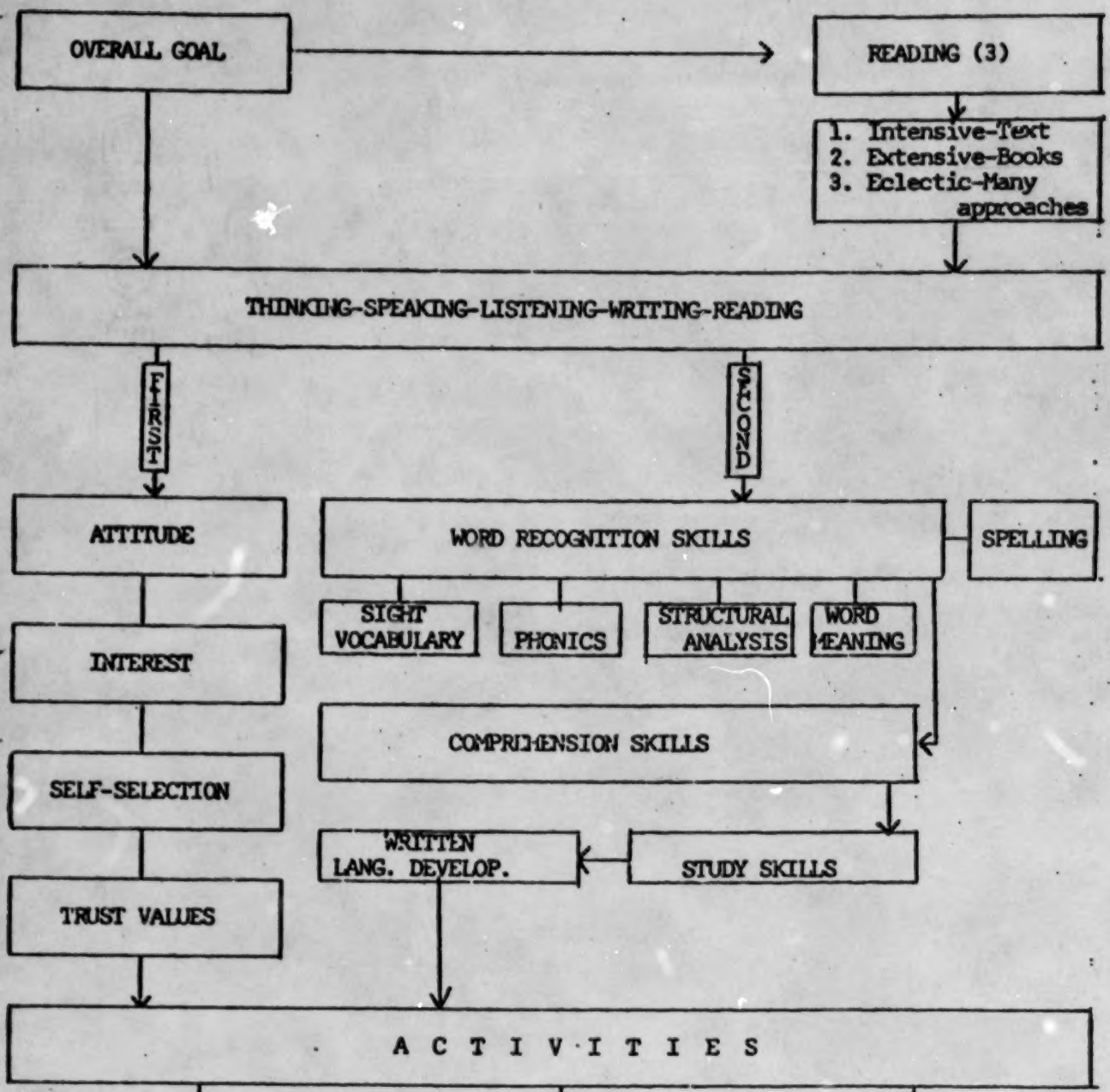
..activities

..materials

..evaluation criteria

The Phase I document will focus on department objectives by skill area, level, and sequence. Attached as an appendix are some excerpts from existing course descriptions which <u>may</u> suggest what the format of the Phase I document might look like. They are not comprehensive and only suggest the level of specificity required in Phase I.

PROGRAM OUTLINE



APPENDIX E
APPENDIX ON METHODOLOGY

Appendix E-1 (Continued)

Level of Effort for School One Case Study

Category of Activity	Person Days
1. On-site visits*	16
2. Data organizations from MIS and Project file	4
3. Preparation/writing of first draft	4
4. Typing	2
5. Proof-reading/revision	1
6. Final draft preparation	1

* Case Study Writer is the project evaluator. These on-site visits were part of the overall project evaluation.

Appendix E-1

Analysis of PSIP Levels of Effort at School One*

Agencies	Person Days	Estimated Cost
LRDC	17	$ 2,100
RBS	15	$ 2,250
RISE	14	$ 2,100
Linker	45	$ 3,325
PDE	13	$ 1,950
Total Agency Days	104	
LAT		
6 teachers for 15 days	90	$ 3,150
Total Person Days	194	Total Cost $ 11,725

* Travel time is not included in the person days but travel cost is included in the estimated cost. Some of the SAT person days were used to develop PSIP materials for field testing at School One.

Appendix E-2

HOW THE DATA WERE COLLECTED

Instruments	Subject	Administration	Use of Data
1. $Time_1$ Questionnaire	Principal	Self-administered, Paper, Pencil	Project and NIE Evaluation
2. $Time_1$ Interviews	Elementary principal and an elementary teacher	Individual Structured Interviews by the Evaluator	Project and NIE Evaluation
3. T_1 Q-Sort	Linker	Self-administered	Project and NIE Evaluation
4. Participant Evaluation-Needs Analyses Session A	All LAT members	Paper and Pencil Group-Anonymous	Project Evaluation/Program Revision
5. Participant Evaluation-Program Analysis Session I	All LAT members	Paper and Pencil Group-Anonymous	Project Evaluation/Program Program Analysis and project evaluation base line data
6. School One Student Questionnaire	All Middle School students	Paper and Pencil Group-Anonymous	Summarized for LAT use in Program Analysis and project evaluation base line data
7. School One Other Teachers Questionnaire	All teachers at the Middle School but the LAT	Paper and Pencil Group-Anonymous (but discipline identified)	Summarized for LAT use in Program Analysis and project evaluation base line data
8. School One Structured Questionnaire	All LAT members	Individual Interviews by the Linker	Summarized for LAT use in Program Analysis and project evaluation base line data

Appendix E-2 (Continued)

Instruments	Subject	Administration	Use of Data
9. On-site Field Notes	LAT/SAT persons	Observation on case study writer	Case study
10. Exit Interviews	LAT person	Interview by case study writer	Case study and project evaluation

APPENDIX F
SCHOOL ONE
PROFILE INFORMATION

Date: 1/30/78*

Site Specific Demographic Information

1. Name of school: School One
(Please submit separate sheet for each school involved in project)

2. Name of LEA: _____

3. Post Office Address of School: _____

4. In what type of community is school located?
_____ urban, X suburban, _____ rural

5. Congressional district and congressperson's name: 24th; Marc L. Marks

6. School enrollment and grades: Grades 6-8; 514
(If entire school is not served, please so indicate)

7. Average class size in grades served: 25

8. Number of professional employees in the building: 29

9. Number of teacher aides and how distributed, (i.e., oner per class, two for entire school, part-time such as 1/2 day, etc.): NONE

10. Does school receive Title I assistance? No

11. Student racial balance (i.e., 75% white, 20% black, 5% other, etc.): 98% white, 2% other

12. Community description including socio-economic makeup and regional setting (not to exceed 100 words - use reverse of sheet if necessary)

*If data is for other than current school year, please indicate.

School One is predominantly a Caucasian-Protestant area on the fringe of an expanding area. It should be noted, however, that in selected areas of the school district, predominance will be noted by the Catholics. As with the region, however, and as is typical of communities facing the gradual transition from a rural to an urban economy and way-of-life, wide ranges of income and attitudes are learning to live side-by-side. Those who hold agriculture and the rural life in high esteem are finding new neighbors whose social and economical and cultural interests vary widely.

DISTRICT PROFILE

NAME: SCHOOL ONE

ADMINISTRATION:

Superintendent
Business Manager

STUDENT ENROLLMENT: 2,133

PROFESSIONAL STAFF, ELEMENTARY: 42

PROFESSIONAL STAFF, SECONDARY: 66

TOTAL PROFESSIONAL STAFF: 108

MARKET VALUE PER WADM: 20,797 AID RATIO: .5835

MILLAGE: 77

PERCENTAGE OF ASSESSMENT: 35.4%

NUMBER OF ELEMENTARY BUILDINGS: 1

NUMBER OF SECONDARY BUILDINGS: 2

PARTICIPATE IN RIGHT TO READ: N/A

USAGE OF ACT 80 DAYS: 1/2 day curriculum development meeting: one per month

COMMITTEES FOR REVIEWING MATERIALS:

CHARACTERISTICS OF COMMUNITY:

KINDS OF TITLE I PROGRAMS: SEE ATTACHED

KINDS OF TITLE I MATERIALS: SEE ATTACHED

BUDGETED AND ACTUAL EXPENDITURES: SEE ATTACHED

DISTRICT LONG RANGE PLANNING CYCLE: Begin 1974; Submit 1976

NAME: School One

GRADES: 6 - 8

STUDENTS: 514

NUMBER OF EDUCATIONALLY DEPRIVED ELIGIBLE TO PARTICIPATE IN TITLE I: 0

TEACHER AIDES: 2

JOB DESCRIPTION, AIDES: 1 Clerical and 1 Library Aide

GUIDANCE COUNSELOR: 1

NURSE: 1

NUMBER OF MALE TEACHERS: 10

NUMBER OF FEMALE TEACHERS: 12

TOTAL NUMBER OF TEACHERS: 22

NUMBER OF STUDENTS BY GRADE: Grade 6: 148
Grade 7: 182
Grade 8: 184

BUILDING STRUCTURE (SELF CONTAINED, ETC.): Departmentalized

GROUPING (HETEROGENEOUS, ETC.): Heterogeneous as a whole, however individual teachers regroup homogeneously on ability

KIND OF BASAL SERIES: Holt Rinehart

MATH SERIES: Scott Foresman

STANDARDIZED TESTING: Stanford Achievement

WHAT GRADES FOR STANDARDIZED TESTING: Pre-test grade 6
Post-test grade 8

AGE OF BUILDING: Built in 1928; new addition in 1956

NARRATIVE OF BUILDING: Refer to LRP

NUMBER OF YEARS EXPERIENCE OF PRINCIPAL: 7 years, principal; 8 years teacher

EQA LEVELS:

ACTUAL PERCENTILE LEVEL		MAXIMUM EXPECTED ACHIEVEMENT LEVEL	
VERBAL: 29	MATH: 22	VERBAL: 80	MATH: 80

RIGHT TO READ: N/A

LIBRARY: Good full time librarian

READING: Three developmental reading teachers

LENGTH OF DAY: Students: 6 hours, 40 minutes
Teachers: 7 hours, 20 minutes

READING AND MATH SESSIONS: Reading meets 5 - 10 periods per week
Math meets 5 periods per week

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